This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

+ *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.

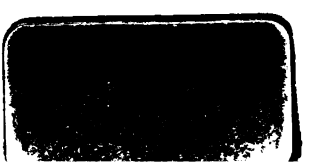
+ *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.

+ *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.

+ *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at `http://books.google.com/`



CHAMBERS'S ENGLISH READERS

BOOK II.

EDITED BY

J. M. D. MEIKLEJOHN, M.A.

PROFESSOR OF EDUCATION IN THE UNIVERSITY OF ST ANDREWS

W. & R. CHAMBERS

LONDON AND EDINBURGH

1878

3987-f.113a

BODLEIAN LIBRARY
24OCT85
OXFORD.

Edinburgh:
Printed by W. and R. Chambers.

PREFACE.

THE SECOND READER is one step in advance of the First. The words are longer; the sentences are a little longer; and the number of literary phrases has been slightly increased. The exercises are more numerous; and, in compliance with the Revised Code, exercises on grammar have been introduced.

It has not been thought advisable to extend the examination of the NOUN into its species of abstract, proper, common, and collective nouns, but rather to make the pupil familiar with the different *forms* which English nouns take to the eye; and also with the fact that the *kind* of the word ('part of speech') depends upon its function. Thus *cut*, *bite*, *step*, *run*, and hundreds of others, are verbs or nouns according to the work they do—the part they play in the sentence. This of course is best brought out by lively and judicious questioning on the part of the teacher.

The poetical extracts have been carefully adapted to the age of the pupils.

The type has in all cases been made open and pleasant to the eye, so that at least no mechanical difficulty may come in the way of the learner. The aim has been, quality before quantity.

EDINBURGH, *September* 1878.

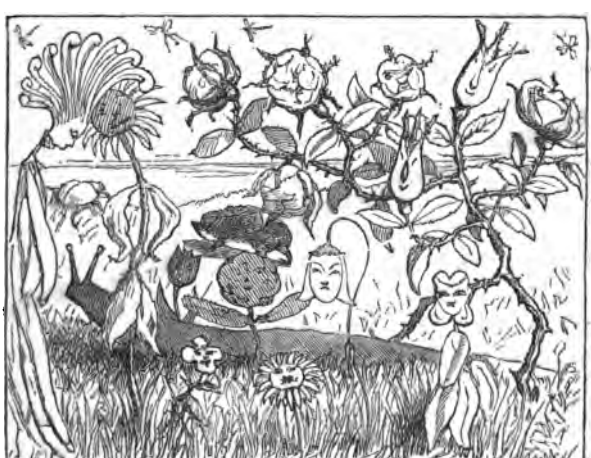
CONTENTS.

		PAGE
The Wild-Flowers' Ball, or Buzz the Bee. Chapter I		7
A Winter Morning		14
To the Lady-Bird		16
The Bird in a Cage		17
The Wild-Flowers' Ball. Chapter II		18
Good-Night and Good-Morning	*Lord Houghton*	25
A Laughing Song	*W. Blake*	27
The Cat and her Kittens	*J. C. Carlisle*	29
The Slide	*H. G. Adams*	32
The Cock and the Pearl		34
The Game of Wild-Beasts, or Jack's Menagerie		35
Appearances are often Deceptive		38
The Kite		41
The Starving Foxes	*J. C. Carlisle*	43
The Donkey and the Boy	*A. F. Day*	47
Spring		49
The Sparrows and the Cuckoo. Part I		51
Where to Walk	*Hogg*	60
The Martin		62
The Foolish Mouse		67
The Crow and the Fox		71
The Village Green	*W. Blake*	74
The Lion, the Fox, and the Ass		77

PAGE

The Mill.....80
The Mill-Wheel.....83
The Sparrows and the Cuckoo. Part II.....84
The Months.....*Sara Coleridge*.....93
The Winds.....*E. C. Stedman*.....95
The Cat and the Fox.....*J. C. Carlisle*.....97
Invitation to a Bird.....*William Allingham*.....99
Louisa Manners, or the Farm-House.
Part I.....*Mary Lamb*.....102
A Hedge Feast.....105
Louisa Manners, or the Farm-House.
Part II.....*Mary Lamb*.....107
The Round of the Year.....111
The Choice of Trades.....113
The Pet Bird.....*Keats*.....116
The Husband who was to Mind the
House.....*G. W. Dasent*.....117
Every One in his own Place.....121
A Song of Hedgehogs, in Nursery Dialect.....124

CHAMBERS'S
ENGLISH READERS.
BOOK II.



THE WILD-FLOWERS' BALL, OR BUZZ THE BEE.

CHAPTER I.

1. It was the beginning of June. The days were warm, long, and so bright, that all the wild-flowers began to long for a dance.

The Breeze as he flew past them said: 'You

little sillies! Why don't you ask the Wild Rose, whom you all love, to give a dance?'

2. The Honeysuckle replied: 'It is all very well for you, Breeze, but we don't like to ask;' and the May blossoms looked proud, and raised up their pretty white heads; while their thorns stuck themselves out and said: 'You had better not be impertinent, Breeze, or we'll prick you as you pass.'

'Ha! ha! ha!' sang Mr Breeze as away he went.

3. 'He is very rough to-day,' said the wild-flowers, as he went bustling past them, swaying their long necks, and making the long grass bend down until it tickled them.

'Oh! Mr Grass, do leave off tickling me so,' said the Harebell.

4. 'You are getting in my eyes,' said the Daisies, while poor little Forget-me-not only sighed; but a great bunch of Wild Roses, growing overhead, heard her sighing, and said: 'Now children, leave off grumbling, and listen to me: I have heard all, and know all about it, so perhaps if you are very good, I will give a ball in that nice, big, shady wood close by.'

5. Then all the flowers clapped their little hands, and very nearly cheered the Rose; but she said: 'Wait a moment: who is to take round the invitations? Old Mr Snail took them round one year, but he was so slow about it that a great many flowers never got their cards till the ball was over.

6. Mr Beetle took them another year, but he *would*

stop to talk to all his friends. Mr Mole is good-natured, but he's blind; and poor old Daddy Long-legs may get eaten up on his way by a Blackbird.'

7. Just then a beautiful white Butterfly stopped to rest his wings on the Rose, and said, with his little head on one side: 'I'm not busy. I am only going to see how the bees get on, and how much honey they have made. Then I've nothing more to do. I'll take round the invitations; but may I ask some of the bees too?'

8. 'Well,' said the Rose, 'we have never asked the bees before; but as you are so kind, and they are your friends, do invite them. But mind,' she said, looking very serious, 'they must leave their stings at home.'

So the Butterfly said he would be sure to tell them, and off he started. 9. When he reached the hive, he found the Queen Bee very busy watching the honey being packed away, and sending the bees in different directions to get more.

The Butterfly's particular friend was a fat little Bee, who came flying along with his legs all over yellow, and a lot of stuff to make honey with, cuddled up tight in his arms; while his mouth was so full, he could not speak until he had gone to the hive and put it all down before the Queen.

10. 'You are a good bee, Buzz,' she said, 'and may rest for five minutes.'

So off he went, and sat down by the Butterfly.

'How cool you look, Flutterby! I am so hot. Those Honeysuckles are so full of honey, and I do

like to bring back a great armful. Wait a moment, while I go and get a bit of parsley to fan myself with. 11. There! now I'm comfortable. Tell me what's the news?'

'Well,' said Flutterby, 'what do you think? The Wild Rose is going to give a ball to-morrow, and some of you are to be asked.'

12. 'Oh! what fun, Flutterby; but we can't all leave the hive—the Queen would not hear of that—but I do hope I shall be allowed to go.'

'Of course you will, dear Buzz. I mean to ask your Queen, and I am sure she will say yes; so clean yourself up, and make yourself look nice.'

'I must certainly wash myself,' said Buzz, 'I do get so dirty and sticky;' and he put out his little brown hands all hard and stained.

13. 'Buzz! Buzz!' called the Queen, 'the five minutes are up, and you must go to work.'

'Good-bye, Flutterby,' said Buzz, as like a good little bee he jumped up to do as the Queen told him.

'Good-bye, Buzz. I forgot to say you must leave your sting at home, and mind you are punctual; the ball is to begin at eleven in the morning, and cannot be kept up late, as the daisies get so tired.'

'All right,' said Buzz, as he flew away.

14. 'Come in, Mr Flutterby,' said the Queen Bee, standing in the doorway of her hive; 'the sun is so hot, it is enough to burn your wings.'

'Thank you, madam,' said Flutterby, 'but I like the sun, so will talk to you here;' for he was

afraid, if he went inside the hive, some honey might stick to his wings, and prevent his flying.

15. Then he told her of the ball, asking her and her bees. She said she was much obliged, and would look in with some of her bees, but that most of them must stop at home to see that no horrid wasps tried to carry off the honey.

'Do let Buzz come,' said Flutterby.

'Yes,' said the Queen, 'Buzz is a good little bee, and works hard, though he does like a bit of mischief sometimes.' 16. And she told him how one day Buzz had found a great dead hornet, which had been killed by Farmer Wood, and how he had got some of the other bees to help him, and carried the horrid thing home, and stuck it bolt upright outside the hive. So when the Queen went out after tea, to call all the bees to bed, she nearly tumbled over it, and shrieked out, she was so frightened; for they are such dreadful things, those Hornets!

17. Flutterby could not help laughing until his wings shook; but he said: 'It was really very naughty of Buzz;' and he thought to himself: 'I do hope he won't be up to pranks at the ball, or what will the Roses say?' Then he bowed to the Queen Bee and flew on. 18. He asked Mrs and all the Miss Buttercups to come. They were such a tall family, he felt rather nervous, but they shook their pretty yellow heads and said: 'They would be sure to come in their nice new dresses.' Flutterby next asked Mr Bluebell. He looked as if he thought dancing would be rather a bore, but he

said: 'I'll come.' 19. Down in the ditch, a large Dandelion lived, and when he heard the flowers getting their invitations, he stuck up his great ugly head, saying: 'Pray, Mr Flutterby, where is my invitation?'

'Oh,' said Flutterby, wishing he could fly away, 'only the flowers are asked, you know.'

20. 'What do you mean, sir?' shouted the Dandelion; 'what do you call me?'

'I thought you were a weed,' said Flutterby.

'A weed, indeed!' cried the Dandelion: 'you wretched, common white butterfly! How dare you call me a weed! What business then had you to ask Mrs Buttercup and her yellow-faced daughters? If I am a weed, they are; because they grow by my side.'

21. Flutterby felt very angry with the old Dandelion for speaking like that, while poor Mrs Buttercup and her daughters looked as if they were going to cry. So he flew close up to them, and sang in a clear little butterfly voice:

'Buttercups and Daisies,
Ah! the pretty flowers!
Coming in the spring-time
To tell of summer hours.'

22. 'Thank you, dear Flutterby,' said Mrs Buttercup, drying her eyes. 'What a pretty song; and quite true too; for we do come in the spring, to tell all the little boys and girls that summer is coming with its hay, and its strawberries, and its gooseberries; and they are so glad to see us.'

DICTATION.—Learn to spell and write out:

Summer is coming, with its hay, and its strawberries, and its gooseberries.

EXERCISES.—1. Learn to spell the following words:

Beginning	Beautiful	Comfortable	Mischief
Impertinent	Directions	Certainly	Shrieked
Invitations	Particular	Punctual	Dandelion
Different	Parsley	Obliged	Frightened

2. Point out all the nouns in sections 21 and 22.

3. Write down the names of six insects.

4. Turn the following words into nouns, either by adding something to them or by taking something away from them: *Begin; lovely; invite; busy; different; friendly; full; hear; punctual; carry; dead; naughty; wretched; speak; angry; true; tell; glad.*

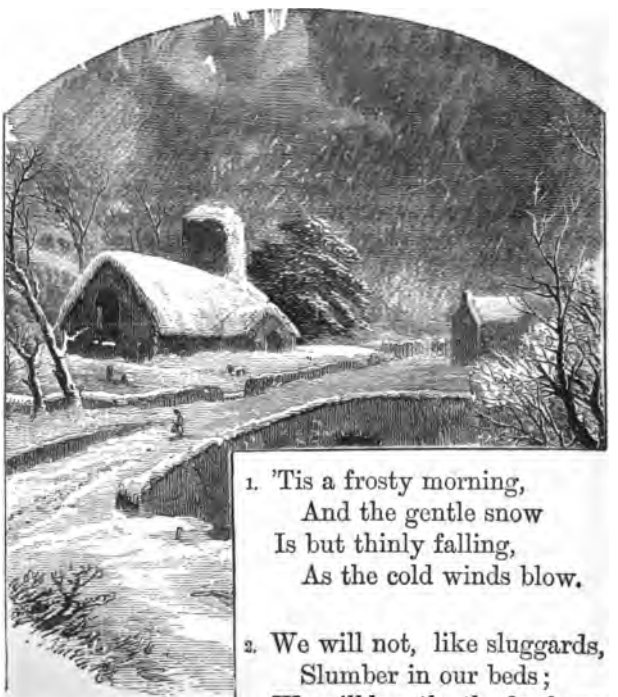
5. Make sentences about: *The Wild Rose; the Honeysuckle; the Harebell; the Daisies; Mr Snail; Mr Beetle; Mr Mole; Daddy Long-legs; the Blackbird; the Butterfly; the Queen Bee; Buzz; Farmer Wood; Hornets; the Dandelion; Mrs Buttercup.*

6. Tell the difference between: *Flew* and *flue; rough* and *ruff; flower* and *flour; Rome* and *roam; fool* and *full; pool* and *pull; bawl* and *ball; told* and *tolled; bore* and *boar; no* and *know.*

7. Some of the following words have several meanings; give two of them: *Leave; ball; fell; rest; down; bit; bed.*

A WINTER MORNING.

Sheds, sends abroad and around.
Man'tled, covered as if with a mantle or cloak.
Spang'led, covered as if with shining pieces of metal.
Lake'let, little lake.
Glide, skim along.
Skil'ful, full of skill or knowledge.



1. 'Tis a frosty morning,
   And the gentle snow
   Is but thinly falling,
   As the cold winds blow.

2. We will not, like sluggards,
   Slumber in our beds;
   We will breathe the freshness
   Early morning sheds.

3. See the lanes and meadows,
Mantled all with white!
This was but the doing
Of a single night.

4. All the twigs and branches,
Spangled with the frost,
Gain in silver beauty,
For green glory lost.

5. Hark! the robin-redbreast
Sings a pretty song,
For the crumbs we give him,
All the winter long.

6. O'er the frozen lakelet,
With a merry noise,
Glide the skilful skaters
And the sliding boys.

QUESTIONS.—1. How is the snow falling on this winter morning? 2. What ought we to do on a pleasant cold morning like this? 3. What are the lanes and meadows covered with? 4. How long did this take? 5. How do the twigs and branches look? 6. What is the 'silver beauty' they have gained? 7. What is the 'green glory' they have lost? 8. What little bird is singing? 9. In return for what? 10. What is going on upon the lake?

DICTATION.—Learn to spell and write out:

O'er the frozen lakelet, with a merry noise,
Glide the skilful skaters and the sliding boys.

EXERCISES.—1. Learn to spell the following words:

Gentle	Meadows	Spangled	Lakelet
Sluggards	Mantled	Beauty	Skilful

2. Point out all the nouns in verses 5 and 6.

3. Write down the names of six things we see in winter.

4. Make nouns out of the following words, either by adding something to them or by taking away something from them: *Frosty; wintry; windy; breathe; mantled; branching; sing; give; skate.*

5. Explain the following phrases: (1) Early morning sheds freshness. (2) The lanes and meadows are mantled with white. (3) The twigs are spangled with the frost. (4) They have lost their green glory.

6. Make sentences about: *A frosty morning; a snow-storm; white lanes; twigs and branches; the robin-redbreast; skaters and sliders.*

7. Tell the difference between: *Wind* and *wind; breath* and *breathe; lain* and *lane; night* and *knight.*

8. The following words have several meanings; give two of them: *Gentle; shed; single; last.*

TO THE LADY-BIRD.

1. Lady-bird! Lady-bird! fly away home;
The field-mouse is gone to her nest,
The daisies have shut up their sleepy red eyes,
And the bees and the birds are at rest.

2. Lady-bird! Lady-bird! fly away home;
The glow-worm is lighting her lamp,
The dew's falling fast, and your fine speckled wings
Will flag with the close-clinging damp.

a. Lady-bird! Lady-bird! fly away home;
The fairy-bells tinkle afar;
Make haste, or they'll catch you and harness you fast
With a cobweb to Oberon's * car.

THE BIRD IN A CAGE.

Oh! who would keep a little bird confined
When cowslip bells are nodding in the wind;
When every hedge as with 'good-morrow' rings,
And, heard from wood to wood, the blackbird sings?
Oh! who would keep a little bird confined
In his cold wiry prison? Let him fly,
And hear him sing, 'How sweet is liberty!'

* The king of the fairies.

THE WILD-FLOWERS' BALL.

CHAPTER II.—THE DAY OF THE BALL.

1. The flowers opened their eyes very early indeed, as the sun kissed them all round, and said he meant to be bright and warm all day; and the morning dew, whom all the flowers love and call their mother, washed their little hands and faces, making them feel so cool, and fresh, and sweet. In the wood, under the shade of the big oak-trees, where the ball was to be, everybody was up early and busy.

2. There were four Hedgehogs, who had locked up their houses, leaving their little Hedgepigs at home. There they were hard at work sweeping away all the twigs, leaves, and dirt, 'with brushes made of green rushes,' until they were so hot they had to

send the youngest Hedgehog for a large leaf-ful of water.

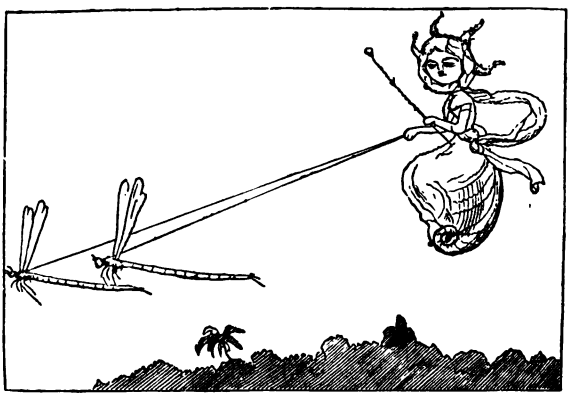
3. Then there were about twenty Field-mice, busy getting the tables ready for supper, and in a large blackberry bush was the band practising their pieces.

There were Mr Blackbird, Mr Thrush, Mr Linnet, Mr Bullfinch, Mr Starling, and Mr Lark; but Mr Lark kept flying up into the sky, and singing his song there, for he said he could not do it at all in a bush, as 'the clouds love my voice, and so does the blue sky,' he said; but he promised not to go up very high, and 'then you will hear me beautifully,' he added. 4. The conductor of the band was solemn-looking Mr Rook, and he said he did not half like Mr Lark practising over his head; but all the others said: 'Pooh! pooh! what does it matter?' So Mr Rook said no more.

At last all was in readiness. The sun told them it was eleven o'clock, and time for the ball to begin. 5. First came the Wild Rose in a pretty white dress, with a sash of pink, and pink shoes. Her carriage was a charming shell, which old Mr Snail had lent her. Her horses were a pair of Dragon-flies, whose wings glistened as they flew. She came so fast, she was there in time to pay the Hedgehogs and send them home to their little ones. Then she sat down under the oak-trees waiting for her guests. 6. The Field-mice, who bustled about in their glossy black coats, were to take off the ladies' cloaks, and put the gentlemen's hats away. Mrs Buttercup and her daughters next arrived. Mrs Buttercup was in

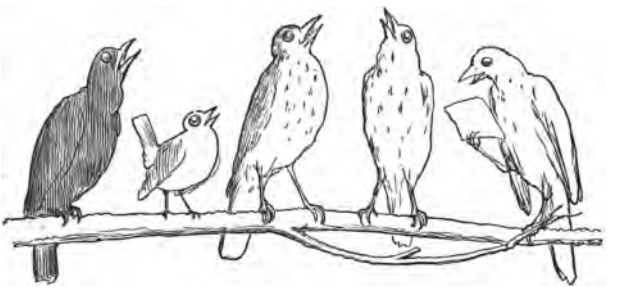
yellow satin. She was fat and fussy, and told the Rose she knew it would be a charming ball, was so glad they were in good time, and did the Rose like her dear girls' dresses? 7. They were in yellow muslin, and looked stiff and frightened as they grasped their yellow fans tightly. Next came Miss Primrose, who had been pretty, but was old now; still she expected to dance.

8. The next were the Daisy family. Little Miss



Daisy looked so fresh and pretty, in a white dress fringed out with pink. Now come Miss Forget-me-not and her brother. Ah! she will be the beauty of the ball! How delicate she looks, and how nice too! Her dress is pale blue, and her little shoes and fan make a capital match. 9. Close to her is Mr Bluebell, who is very smart, and thinks he should like to ask Forget-me-not to dance; but the day is so hot. Mr Cowslip has just arrived, and at once

asks Forget-me-not for three dances. And more and more flowers arrive. The Harebells! Miss Harebell is in pale blue, like Miss Forget-me-not, but they are not quite the same colour, so they keep away from each other.



10. And now the Birds strike up their music and the ball has begun. The Cowslip goes off with Forget-me-not, while Bluebell stands up in the corner and says, 'Bother that Cowslip.' 11. The first dance is over and all the Flowers are resting, when there is a loud humming heard, and in comes the Queen Bee with eleven other Bees, and Buzz, who had washed himself and put a lot of grease on his head, and a pair of lavender kid gloves on his little brown hands. 12. Flutterby came in with them, and they all go up to the Wild Rose to say, 'How do you do?' The Queen Bee sat down by the Rose, while all the other Bees go after partners.

'Come on, Flutterby,' cried Buzz, 'and have a turn.'

'Behave yourself,' said Flutterby, 'and ask a lady. You know two gentlemen must not dance together,'

'All right!' said Buzz; 'but none of the flowers know we have got our stings with us, or they would be afraid; but you see if we don't have to use them when old Dandelion comes. Now I'll go and give old Miss Primrose a turn.'

13. So off he went, pushing his little fat brown body past all the flowers' bright dresses, to where Miss Primrose sat alone. She was delighted to dance, but Buzz took her round and round so fast, you could hardly see his legs, so presently Miss Primrose gasped out 'Stop!' which Buzz did, and put her down to rest.

14. 'Now,' said the Wild Rose, coming up, 'let us all go down to supper.'

Now Mr Dandelion was greedy, and loved to eat rich things. In fact, I think that made him so ugly and cross. So the Wild Rose led him away, while Mr Cowslip took Forget-me-not down to supper too.

15. It was such a beautiful supper. There was a great cake covered with sugar-plums. There were pink creams, white creams, and yellow creams, jellies, big pots of jam, and all round the table were great crackers with sugar-plums inside them.

16. 'Oh!' cried Buzz, 'what a jolly lot of good things! Come and have some strawberry jam, Miss Honeysuckle.'

'I should like some cake,' she said; but Buzz did not hear, as he had got his head right down in the pot of strawberry jam; so one of the Field-mice gave her some instead.

'O Buzz,' said Flutterby, 'how naughty you are!'

'I am very sorry,' said Buzz; 'but this is such good stuff. Now, Miss Honeysuckle, I'll get you some sugar.' 17. And off he went to the sugar-basin; but what do you think happened? The basin was so slippery, he tumbled right into it, and had to be pulled out all white and sticky; so Flutterby got some grass and rubbed him clean again. Now Dandelion ate such a lot, he felt quite ill at last and *so* cross. He had some chicken smeared over with marmalade; some lobster salad and gooseberry tarts mixed together, some jelly with a pat of butter in it, and a great slice of cake covered with butter and treacle. 18. A great many flowers had finished, and gone back for one more dance before they went home, for the sun told them he should not stay up much longer; and they never went to bed later than he did. The band of birds too said: 'They must soon go and look for their little birds' evening worms.'

19. Cowslip took Miss Forget-me-not down to her carriage, for almost directly after this the flowers put on their cloaks and went home. Little Miss Daisy was getting so sleepy, she could hardly keep her eyes open; so they all went home to bed, and told their dear Mother Dew, when she put her arms round each, and gave them their good-night kiss, that they had had such a nice dance, and meant to give Buzz all their honey, for he was such a jolly little bee.

The sun winked at them with his closing eyes, and then he too went to bed.

DICTATION.—Learn to spell and write out:

The morning dew washed their little hands and faces.

EXERCISES.—1. Learn to spell the following words:

Hedgehogs	Promised	Delicate	Yellow
Practising	Readiness	Colour	Slippery
Pieces	Carriage	Lavender	Marmalade
Bullfinch	Glistened	Delighted	Treacle

2. Point out all the nouns in section 19.

3. Write down the names of six wild-flowers.

4. Turn the following words into nouns, either by adding something to them or by taking away something from them: *Flowery; bright; warm; dewy; wooden; busy; sweeping; sip; practising; promised; lend; arrive; musical; begin; resting; dancing; bodily; slip; sleepy; winked.*

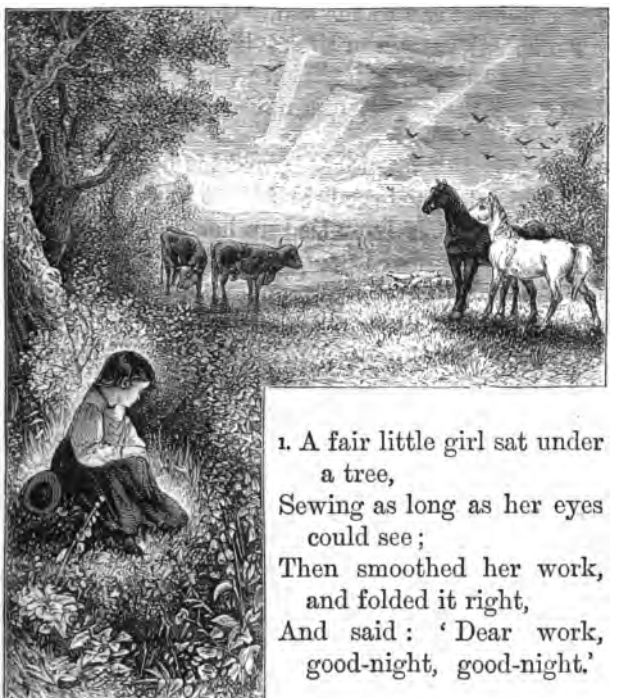
5. Make sentences about: *The Hedgehogs; the Field-mice; Mr Rook; Mr Lark; the Wild Rose; Mr Snail; Mrs Buttercup; Miss Primrose; Miss Daisy; Miss Forget-me-not; Mr Bluebell; Mr Cowslip; Miss Harebell; the Queen Bee; Buzz; Mr Dandelion; Miss Honeysuckle; Flutterby; the supper; the ball.*

6. Tell the difference between: *Sun* and *son; four* and *fore; blue* and *blew; hear* and *here; wait* and *weight; pale* and *pail; write* and *right; would* and *wood; led* and *lead; too* and *two.*

7. Some of the following words have several meanings; give two of them: *Band; pink; pale; hand; cross; jam.*

GOOD-NIGHT AND GOOD-MORNING.

Cu'rious, odd. Delight', pleasure.
Court'esied, made a deep bow, as a mark of respect to the sun.



1. A fair little girl sat under
a tree,
Sewing as long as her eyes
could see;
Then smoothed her work,
and folded it right,
And said: 'Dear work,
good-night, good-night.'

2. Such a number of rooks came over her head,
Crying 'Caw, caw!' on their way to bed:
She said, as she watched their curious flight:
'Little black things, good-night, good-night.'

3. The horses neighed and the oxen lowed;
The sheep's 'Bleat, bleat!' came over the road;
All seeming to say, with a quiet delight:
'Good little girl, good-night, good-night.'

4. She did not say to the sun, 'Good-night,'
Though she saw him there, like a ball of light;
For she knew he had God's time to keep
All over the world, and never could sleep.

5. The tall pink foxglove bowed his head;
The violets courtesied and went to bed;
And good little Lucy tied up her hair,
And said, on her knees, her evening prayer.

6. And while on her pillow she softly lay,
She knew nothing more till again it was day;
And all things said to the beautiful sun:
'Good-morning, good-morning; our work is begun.'

Lord Houghton.

QUESTIONS.—1. Where was the little girl sitting? 2. What did she say when the day was beginning to close? 3. What did she see over her head? 4. What did she say to them? 5. What did the horses, oxen, and sheep do? 6. What did they seem to say? 7. Why did she not say 'Good-night' to the sun? 8. What did the foxglove and the violets do? 9. When Lucy woke up again, what did everything say to the beautiful sun? 10. What line rhymes with *A fair little girl sat under a tree?* (Other lines may be given.)

DICTATION.—Learn to spell and write out:

The violets courtesied and went to bed.

EXERCISES.—1. Learn to spell the following words:

Sewing	Curious	Delight	Courtesied
Smoothed	Neighed	Violets	Pillow

2. Point out all the nouns in the first two verses.

3. Tell the names of six different beasts in the fields.

4. Make nouns out of the following words, either by adding something to them or by taking something away from them: *Smooth; crying; good; delightful; sunny; tall; pray.*

5. Explain the following phrases: (1) The sun has God's time to keep. (2) The violets courtesied. (3) She knew nothing more till it was day again.

6. Make sentences about: *A little girl; rooks; horses; oxen; sheep; Lucy; the flowers.*

7. Tell the difference between: *Sewing* and *sowing; dear* and *deer; load* and *lowed; ball* and *bawl; hair* and *hare.*

8. The following words have several meanings; give two of them: *Fair; fold; ball; saw.*

9. Write the names of six different parts of a bird.

A LAUGHING SONG.

Dimpling, making dints or small hollows.
Wit, lively talk.
Paint'ed, coloured.
Cho'rus, a number of singers all singing together.

When the green woods laugh with the voice of joy,
And the dimpling stream runs laughing by;
When the air does laugh with our merry wit,
And the green hill laughs with the noise of it;

When the meadows laugh with lively green,
And the grasshopper laughs in the merry scene;
When Mary, and Susan, and Emily,
With their sweet round mouths sing, 'Ha, ha, he!'

When the painted birds laugh in the shade,
Where our table with cherries and nuts is spread:
Come live, and be merry, and join with me
To sing the sweet chorus of 'Ha, ha, he!'

W. Blake.

QUESTIONS.—1. How do woods laugh? 2. What is the laughter of a merry little stream? 3. Can we see the wind? 4. Can we hear it and feel it? 5. When the sun shines on a green hill, does the hill look smiling or frowning? 6. When a cloud makes a hill dark, what sort of look has it then? 7. Tell the names of some 'painted birds.' 8. What do cherries grow on? 9. What colours are they? 10. What is a chorus? 11. What line rhymes with: *Come live, and be merry, and join with me?* (Other lines may be given.)

DICTATION.—Learn to spell and write out:

When the meadows laugh with lively green,
And the grasshopper laughs in the merry scene.

EXERCISES.—1. Learn to spell the following words:

Laughing	Dimpling	Cherries
Voice	Painted	Chorus

2. Point out all the nouns in verse 1.

3. Write down the names of a few of the things that we notice with most delight in going from a great town to the country.

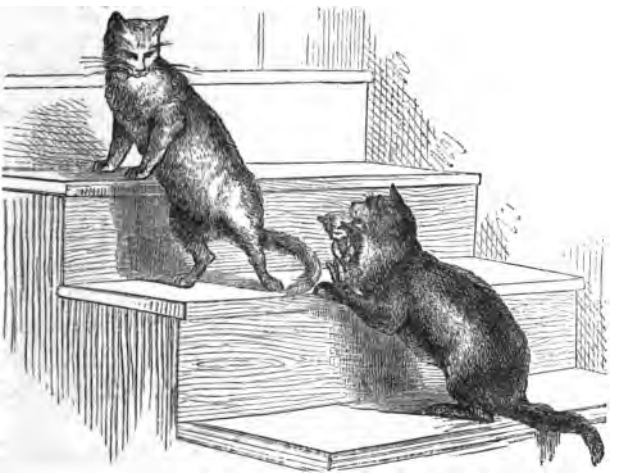
4. Make nouns out of the following words, either by adding something to them or by taking something away from them: *Laugh; dimpling; merry; lively; sweet; sing; painted; join.*

5. Explain the following phrases: (1) The green woods laugh *with the voice of joy.* (2) The meadows laugh *with lively green.* (3) The *painted* birds.

6. Make sentences about: *A thick green wood; a bright clear stream; pure air; merry chatterers; grassy hills; a meadow full of lambs; a grasshopper; three merry girls; a chorus.*

7. Tell the difference between: *By* and *buy; air* and *heir; our* and *hour; scene* and *seen.*

8. Some of the following words have several meanings; give two of them: *Air; sweet; table; nut.*



THE CAT AND HER KITTENS.

Deter'mined, fixed in her purpose. **Rushed,** ran very fast.
Strugg'le, strife and quarrel.

1. There was once a cat called Kitty. She had three little kittens; and she kept them in a nice warm corner in the cellar. But one morning it struck her that the cellar was a little damp; and this was not good for the health of her darlings.

So she made up her mind to carry them to the very top of the house to a little garret bedroom where one of the servants slept. 2. And first she carried one kitten by the back of the neck, up stair after stair; and then another, and then the third. 'Hollo! Mrs Puss, what do you want here with your small family? I can't have cats in my room,' says the servant. 'Back to the cellar you must go—you and your three children.' So she carried them back to the cellar. 3. But Kitty was not of the same mind with the servant—was determined to have a better sleeping-place for them, and carried them up again. Once more the servant turned them out and took them back to the cellar. Once more puss carried them up to the garret. They were again turned out; but puss carried them up again. 4. Every time puss took them up, the servant took them down again. This went on three, four, five, six—and even to ten times. At last poor puss was quite wearied out. She could carry them no longer.

5. Suddenly she left the house; and no one could tell where she had gone to. Had she run away and left her poor little kittens? No! She came back in a short time, and with her she brought a big black cat. Then she shewed this black gentleman her kittens and told him the whole story. 6. At once the strange cat flew at one of the kittens, got it tight in his mouth, and rushed upstairs with it. Then he carried up the other; and then the third—while the determined mamma led the way with a low mew. 7. The servant, seeing

that Kitty had made up her mind that it was for the good of her family that they should all sleep in her room, gave up the struggle, and allowed the cat and kittens to take up their abode with her. Kitty mewed her best thanks to the black cat; and the kind stranger, making a low bow and a gentle purr, went away and was never seen again.

J. C. Carlisle.

QUESTIONS.—1. Where did Kitty keep her three kittens? 2. What did she take into her head one morning? 3. Where did she carry her kittens to? 4. What did the servant say? 5. What did she do? 6. How often did puss carry her children up-stairs? 7. What did puss do at last? 8. What did the black cat do? 9. What did the servant now think was best? 10. What is the end of the story?

DICTATION.—Learn to spell and write out:

The servant gave up the struggle, and allowed the kittens to stop where they were.

EXERCISES.—1. Learn to spell the following words:

Cellar	Determined	Wearied	Allowed
Carried	Garret	Struggle	Stranger

2. Point out all the nouns in paragraph 7.

3. Write down the names of six animals that people keep as pets.

4. Make nouns out of the following words, either by adding something to them or by taking something away from them: *Strange; topmost; childish; sleeping; roomy; black.*

5. Explain the following phrases: (1) It struck her that the cellar was damp. (2) Kitty was not of the same mind with the servant. (3) The mamma led the way. (4) The servant gave up the struggle.

6. Make sentences about: *Kitty; the three kittens; the servant; a strange cat; a damp cellar; a light garret.*

7. Tell the difference between: *One* and *won; maid* and *made; where* and *were; your* and *ewer; time* and *thyme; hole* and *whole.*

8. The following words have several meanings; give two of them: *Top; back; left; want; dog; lead.*

9. Write down the names of six things we wear.

THE SLIDE.

Betide', happen. **Deride'**, laugh at.
Op'posite, on the other side.

1. One, two, three, four, all in a row,
Merrily down the slide we go;
Toes and fingers all in a glow,
With a laugh and a whoop, and a loud halloo.
Ha, ha, ha! ho, ho, ho!
Merrily down the slide we go.

2. Five, six, seven, eight, on we glide;
Oh that life were an endless slide!
Trips and falls sometimes betide—
Trifles these which our hearts deride.
Ha, ha, ha! ho, ho, ho!
Merrily down the slide we go.

3. Ten, eleven, a dozen or more;
Little one, little one, ne'er give o'er;
Cling to that big fellow going before,
He 'll bear you safe to the opposite shore.
Ha, ha, ha! ho, ho, ho!
Merrily down the slide we go.

H. G. Adams.

QUESTIONS.—1. How many children are said to be sliding in the first verse? 2. How many more in the second? 3. What sometimes happens to sliders? 4. Should we be vexed with a fall? 5. How many more sliders have come on in the third verse? 6. Where is the slide—on a road, or a river, or a pond? 7. How do you know?

DICTATION.—Learn to spell and write out:

Trips and falls sometimes betide.

EXERCISES.—1. Learn to spell the following words:

Merrily	Halloo	Deride	Dozen
Whoop	Trifles	Eleven	Opposite

2. Point out all the nouns in the first verse.

3. Make nouns out of the following words, either by adding to them or by taking something from them: *Merry; laugh; endless; funny; big.*

4. Write down the names of six things we see in winter.

5. Explain the following phrases: (1) Oh that life were an endless slide! (2) Trips and falls sometimes betide. (3) These are trifles which our hearts deride.

6. Make sentences about: *A slide; twelve boys; one little fellow; trips and falls.*

7. Tell the difference between *too* and *two*; *which* and *witch*; *nose* and *knows.*

8. The following words have several meanings; give two of them: *Row; down; fall.*

THE COCK AND THE PEARL.

Despise', think too little of, *or* **look down upon.**

One day a cock was scratching the ground for grains and seeds, and in his scratching he turned up a fair, round, white, shining pearl. 'Pooh, pooh!' said he, turning his back upon it; 'I would rather have one grain of good barley than all the pearls in all the jewel-cases in the world.'

MORAL.—Don't despise what you don't know anything about.

QUESTIONS.—1. What did the cock find when he was scratching about? 2. What did he say? 3. Did he know anything of the value of pearls?

DICTATION.—Learn to spell and write out:

One grain of good barley is better than all the pearls in the world.

EXERCISES.—1. Learn to spell the following words:

Scratching Pearl Despise Anything

2. Point out the nouns in the fable of *The Cock and the Pearl.*

3. Write down the names of six different kinds of jewels.

4. Make sentences about: *A cock; a field of barley; a pearl; an oyster; a jewel-case.*

THE GAME OF WILD-BEASTS, OR JACK'S MENAGERIE.

Menag'erie, a place for keeping wild and strange animals.
Exhibit'ion, show.
Admitt'ance, money for getting in.
Borr'ow, get the loan of.
Fidg'et, move about in an uneasy way.
Approach', come near.
Escaped', got away from.
Kangaroo', a large Australian animal, with a pouch in which it carries its young.
Enraged', very angry.
Os'trich, the largest of birds. It is found in Africa. It has been called the camel-sparrow.
Attacked', fell upon and fought with.

1. 'This is our grand menagerie,
Beneath the crooked cherry-tree.

The exhibition now begins;
Admittance, only thirteen pins;
And if the pins you cannot borrow,
Why, then, we 'll trust you till to-morrow.
Don't be afraid to walk inside,
The animals are safely tied.

2. 'This is the elephant on the right:
Don't meddle with him, or he 'll bite.
(He 's Rover, Neddie's dog, you know:
I wish he wouldn't fidget so!
He doesn't think it fun to play
Wild beast, and be chained up all day.)
We 'll feed him, pretty soon, with meat,
Though grass is what he ought to eat.

3. 'In that box are the kangaroos:
Go near and pat them, if you choose.
(They 're very much like Susie's rabbits,
With just a change of name and habits.)
You 'll find them lively as a top:
See, when I poke them, how they hop!
They are not fierce—but, oh! take care:
We now approach the grisly bear.

4. 'See her long claws, and only hear
Her awful growl, when I go near!
We found her lying on a rug,
And just escaped her fearful hug.
It took some time to get her caged:
She 's terrible when she 's enraged.
(You think, perhaps, it 's Mabel's cat;
But don't you be too sure of that.)

5. 'Here is the ostrich in her pen.
(It 's Ernest's little bantam hen.)
She came from Africa, of course,
And runs as fast as any horse:
And up above there is a bird
Of whom you all have often heard—
The eagle.' ('That is not,' says Mary,
'A pretty name for my canary.')

6. Just at this point, I grieve to say,
The elephant broke quite away;
O'erthrew the grisly bear in rage,
Upset the eagle in his cage,
Flew at the kangaroos, and then
Attacked the ostrich in her pen.
Thus ended Jack's menagerie,
Beneath the crooked cherry-tree.

QUESTIONS.—1. Where was the grand menagerie held? 2. What was the charge for admittance? 3. Why was it quite safe to walk inside? 4. Who acted the elephant? 5. Why does he fidget? 6. What is to be seen in the box? 7. Who acts the grisly bear? 8. Who plays the ostrich? 9. And who the eagle? 10. What happened at the end of the show? 11. What happened to the bear, the eagle, and the kangaroos? 12. What line rhymes with: *Don't be afraid to walk inside?* (Other lines may be given.)

DICTATION.—Learn to spell and write out:

This is our grand menagerie,
Beneath the crooked cherry-tree.

EXERCISES.—1. Learn to spell the following words:

Exhibition	Elephant	Approach	Canary
Admittance	Fidget	Grisly	Overthrew
Animals	Kangaroos	Ostrich	Attacked

2. Point out the nouns in the first verse.

3. Write the names of six more wild animals you know.

4. Make nouns out of the following words, either by adding something to them or by taking something from them: *Funny; crooked; graze; bearish; hugging; caged; ended.*

5. Explain the following phrases: (1) We'll trust you till to-morrow. (2) We now approach the grisly bear. (3) We just escaped her fearful hug. (4) The elephant attacked the ostrich.

6. Make sentences about: *The elephant; the kangaroos; the grisly bear; the ostrich; the eagle.*

7. Tell the difference between: *Bear* and *bare; hear* and *here; some* and *sum; time* and *thyme.*

8. The following words have several meanings; give two of them: *Pat; top; box; pen; hop.*

9. Write out six names of houses for animals.

APPEARANCES ARE OFTEN DECEPTIVE.

Decept'ive, misleading.
Strut, to walk proudly with long strides.
Shrill, sharp, piercing.
Scared, frightened.
Mod'est, bashful.
Hum'ble, lowly, meek.
Ear'nest, eager, serious.
Narr'ow, close.
Demure', careful about manners.
Deceit'ful, untruthful.

1. The Mouse is a very pretty little creature, with very soft velvety fur, bright black clever-looking bead-like eyes, and neat little paws like the paws of a squirrel. The movements of mice are very pretty, and it is pleasant to watch them running about a room. 2. They know at once when a new piece of furniture has been placed in a room, and they go and smell it all over, and examine it with the greatest care. In this respect they are very like cats. 3. They are easily tamed; and perhaps the common brown mouse

is one of the most docile of all animals. Kindness will do anything with them. 4. They are very cleanly in their habits, and their bedding must be constantly changed. They like to sleep in hay, cotton-wool, or rags; but black cotton-wool will kill them. 5. They have six or seven young ones at a time—pretty little tender things. They feed on bread, seeds, corn, cheese, and many other things.

6. A silly young mouse who had seen but little of the world came running one day to her mother like a wild thing. 'Help me, dear mother,' said she; 'I am almost frightened to death! I have seen the most dreadful creature that ever my eyes beheld. 7. He has a fierce look, and struts about on two legs; on his head grows a strange piece of flesh, and a second under his throat, and both as red as blood. He flapped his arms against his sides in a great rage, and then, stretching out his head, he screamed at me with such a shrill and frightful voice, that I trembled in every joint, and was glad to run away as fast as my legs could carry me.

8. 'If I had not been scared as I was by this ugly monster, I should have paid my respects to the sweetest creature in the world. She had a nice fur skin on her back, finely streaked with black and gray; and her looks were so modest and humble that I thought in my heart I could have fallen in love with her. 9. Besides this, the dear creature had a fine long tail, which she tossed about with such an air, and with a look so very earnest and

so wishful, that I believe she was just going to speak to me, if that horrid mônster had not scared me away.'

10. 'Ah! my dear child,' said the mother, 'you have indeed had a narrow escape; not from that horrid monster you were so much afraid of, who in truth was only a harmless fowl called a Cock, but from the dear sweet creature whose beauty you so much admired. The dreadful Cat looks, it is true, gentle and demure; but she wishes for nothing but to feast herself on the flesh of mice.'

'Oh! what a deceitful creature she must be!' cried Miss Mousie, with a shudder.

QUESTIONS.—1. Why did the silly young mouse come running to her mother? 2. What did she say she had seen? 3. Describe the looks of the dreadful creature. 4. What sort of voice had it? 5. If she had not been frightened by the ugly monster, what did the young mouse say she intended to do? 6. Describe the sweetest creature in the world. 7. If the sweet creature had spoken to Miss Mousie, what do you think she would have said? 8. What did the mother-mouse tell her daughter she had had? 9. What was the horrid monster? 10. What was the sweet creature? 11. What do fowls eat? 12. What do cats eat?

DICTATION.—Learn to spell and write out:

He screamed at me with such a shrill and frightful voice, that I trembled in every joint, and was glad to run away.

EXERCISES.—1. Learn to spell the following words:

Appearances	Stretching	Earnest	Beauty
Deceptive	Screamed	Believe	Feast
Fierce	Creature	Escape	Deceitful

2. Point out all the nouns in section 1.

3. Write down the names of five birds usually found in a farm-yard.

4. Make nouns out of the following words, either by adding something to them or by taking something away from them: *Wild; frightened; dreadful; grows; screamed; ugly; streaked; modest; humble; long; believe; speak; horrid; afraid.*

5. Explain the following phrases: (1) She had seen but little of the world. (2) That ever my eyes beheld. (3) I trembled in every joint. (4) I should have paid my respects. (5) Which she tossed about with such an air.

6. Make sentences about: *A young mouse; a terrible fright; farm-yard fowls; a crowing cock; soft downy chickens; a sly puss; a mouse-hole; a sad mistake; mice in the kitchen.*

7. Tell the difference between: *World* and *whirled; dear* and *deer; piece* and *peace; red* and *read; fur* and *fir; tail* and *tale; air* and *heir; fowl* and *foul.*

8. Some of the following words have several meanings; give two of them: *Second; arms; joint; carry; fine; air.*

THE KITE.

Spy, see. **Gale, a strong breeze.**

1. Oh, look at my kite,
Almost out of sight;
How pretty it flies
Right up to the skies.
Pretty kite, pretty kite,
Almost out of sight,
Pray, what do you spy
In the bright blue sky?

2. John Brown flew his kite when the wind was
blowing free,
But a gale broke the tail—the kite caught in a
tree,
And while he sat crying, and sighing, and sad,
Charlie Gray came that way—a good-natured
lad.
'Don't cry; wipe your eye,' said he; 'little
Jack,
Stay here, never fear, and I'll soon bring it
back.'
Up the tree climbed he, and brought the kite
down;
'Many thanks, Charlie Gray,' said little John
Brown.

QUESTIONS.—1. How far up may the kite fly? 2. Who was flying his kite one day? 3. What is the best sort of day to fly a kite in? 4. What happened to John Brown's kite? 5. Why must a kite have a tail? 6. Who came along that way? 7. What did he say? 8. Where did he find the kite? 9. What line rhymes with: *Oh, look at my kite?* (Other lines may be given.)

DICTATION.—Learn to spell and write out:

'Don't cry; wipe your eye,' said he;
'little Jack,
Stay here, never fear, and I'll soon
bring it back.'

EXERCISES.—1. Point out all the nouns in verse 2.

2. Write down the names of six playthings.

3. Explain the following phrases: (1) A gale broke the tail of the kite. (2) Little John sat crying, and sighing, and sad.

4. Make sentences about: *A little boy; a big boy; a kite; a gale; a tree.*

5. The following words have several meanings; give two of them: *Kite; flies; tail.*

THE STARVING FOXES.

Sign, mark.
Fort'une, good luck.
Avoid'ing, keeping away from.
Var'i-coloured, with many colours.
Resplend'ent, shining and splendid.
Din, great noise.
Heads, gets in front of.

1. It was bitterly cold weather and everybody was shivering. Reynard's children were shivering with cold—and with hunger too, for they had had nothing to eat for some time. The snow lay deep upon the ground; and the cold north

wind almost blew through the very bones of man and of beast. The rabbits had gone to their holes; not a bird was to be seen; and Father Reynard could not catch even a rat or a mouse to feed his starving family. 2. The wind whistled through the forest, and now and then a rotten branch fell crackling to the ground; but no sound else broke the stillness of the wood, and no bird or beast stirred in the cold cold air. Even the crows had left the spot; and far and wide there was no sign of a dinner.

3. No sign or sound of a dinner. Except one. The clear crowing of a cock broke the frosty stillness of the morning; and the hearts of Mr and Mrs Reynard and family went pit-a-pat with new hope. They pictured to themselves a big fat cock, a nice plump hen, and a lot of tender chickens; and this made their hunger still more bitter to them. 4. The unhappy mother drew her children close to her side to warm and to comfort them; but they could not forget their hunger—and the poor little things kept crying and screaming for a little food. The wretched father could bear it no longer. Up he jumped. 'Anything rather than this!' he cried. 'I will face death itself rather than bear it a moment longer.' 5. The cock crew again—and louder and more cheerily than ever. Where was the cock? Not a quarter of a mile off, in the farm-yard at the edge of the forest. 'Good-bye, my dear; good-bye, my children. I am off to the farm. Death or a dinner! keep up your courage!' 'Go!' said Mrs Reynard, 'and may fortune be kind to you and bring you

back safe to us with a nice fat chicken. But, alas! there are dogs and men, there are snares and traps, there are guns and hunters. Be very careful, dear; and oh! Renny, Renny, come back soon.'

6. So, with kisses all round, Reynard leaves his home. He steals his way quietly through the woods, avoiding the high-road; and now he is but a stone's throw from the farm. The farm-yard gate is shut; but Reynard looks and snuffs between the bars. There is the cock—the glory of the farm-yard, the trumpeter of the morning, bright and vari-coloured, resplendent in the midst of his five-and-twenty hens. 7. But, alas! on the other side of the yard are two great strong fierce dogs lying in front of their kennels; and at the barn-door stands the farmer's boy with a pitch-fork in his hand. The danger is great; his enemies are under his very nose. But Reynard thinks of his wife and his little ones, and their hunger and their cries. A hen leaves the yard, and—looking for grains and seeds—passes and repasses under the very muzzle of Reynard. 8. A rush, a snatch, a click of the jaws, and the fox is off with the hen. Shrieks, cries, flutterings, runnings to and fro, barking, hallooing—and the whole farm-yard is full of din. The farmer lets loose the dogs; and off go the dogs followed by the farmer and his boy—each with a pitchfork in his hand—after the daring robber. 9. Run, Reynard, run! the dogs are at your heels; and they will not spare you! Reynard, with the hen in his mouth, jumps across ditches and fallen trees, and makes his way straight to the forest. But the dogs are swifter than he; one heads and

turns him; the other makes a rush and seizes him; and poor Reynard lies shaken and bleeding and worried and dead, at the very edge of the forest which he hoped would have been his shelter.

J. C. Carlisle.

QUESTIONS.—1. Why were Reynard's children shivering and wretched? 2. What kind of birds and beasts were about? 3. What was the only sound that broke the stillness of the wood? 4. What was the only sign of a dinner that the foxes heard? 5. When the children cried, what did Father Reynard do? 6. Where is the cock that is crowing? 7. What did the fox say when he bade them good-bye? 8. What did Mrs Reynard say? 9. Where does Mr Reynard go? 10. What does he see when he gets to the farm-yard? 11. Who are guarding the farm-yard fowl? 12. What keeps passing and repassing under Reynard's nose? 13. What does he all at once do? 14. Who run after him? 15. Where does Reynard make for? 16. What happens in the end?

DICTATION.—Learn to spell and write out:

Now and then a rotten branch fell crackling to the ground.

EXERCISES.—1. Learn to spell the following words:

Shivering	Pictured	Courage	Resplendent
Reynard	Wretched	Avoiding	Muzzle
Stillness	Cheerily	Trumpeter	Worried

2. Point out the nouns in section 1.

3. Write down the names of six barn-door fowls.

4. Make nouns out of the following words, either by adding something to them or by taking something away from them: *Frosty; hungry; dine; still; pictured; motherly; screaming; walking; wooded.*

5. Explain the following phrases: (1) No sound broke the

stillness of the wood. (2) They pictured to themselves a nice plump hen. (3) May fortune be kind to you! (4) He avoids the high-road. (5) He stands resplendent in the midst of the farm-yard. (6) The farm-yard is full of din.

6. Make sentences about: *Mr and Mrs Fox; the little foxes; a hen and chickens; two big dogs; the farmer's boy.*

7. Tell the difference between: *Heart* and *hart; steal* and *steel; wood* and *would; too* and *two.*

8. The following words have several meanings; give two of them: *Pitch; crew; trap; bear.*

THE DONKEY AND THE BOY.

Mistake', take for something else.
Grate'ful, thankful for a kindness.
Trudged, went slowly along.
Lunch'eon, a small meal in the middle of the day.
Des'olate, forsaken by his friends.

1. Tom Willis set out for school one day, with his books under his arm, and a big slice of bread and butter in his pocket. On the road he met a donkey

with a heavy load of sand upon his back; and the poor donkey looked very tired and very much out of heart. 2. 'Cheer up, old gentleman,' said Tom; 'here is a piece of bread for you;' and the donkey took the slice of bread and butter from his hand and ate it with great pleasure. 'Then he opened his big mouth as wide as he could open it, and sang out '*Hee-ha! hee-ha!*' This was his way of thanking Tom Willis. 3. Tom said to himself: 'I should like my mother to know this donkey; he has such a nice way of saying *Thank you very much:* nobody could mistake it. I sometimes forget to say *Thank you* myself. 'How grateful poor Ned is!'

4. Tom Willis trudged along to school one day
With luncheon in his pocket. On the way
He met, within a space of open ground,
A poor old ass with heavy burden bound,
And such a desolate dreary look, the boy
Offered the hungry ass his bread with joy.

5. The donkey ate; and lifting up his head,
'Hee-ha! hee-ha! hee-ha!' in thanks he said.
Willis was pleased. 'Mother, I think,' said he,
'Would like you well, you thank so prettily!'

A. F. Day.

QUESTIONS.—1. Where was Tom Willis going? 2. What had he got under his arm and what in his pocket? 3. Whom did he meet on the road? 4. What was the donkey carrying? 5. What did Tom give the donkey? 6. How did the donkey thank Tom? 7. What did Tom say to himself? 8. What line rhymes with: *Tom Willis trudged along to school one day?* (Other lines may be given.)

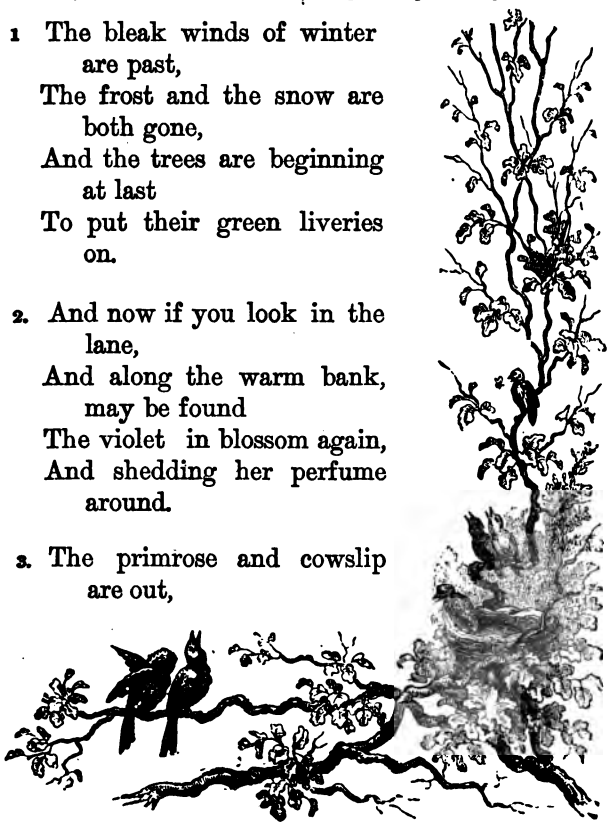
SPRING.

Bleak, piercingly cold, withering.
Liv'eries, clothes.
Shedd'ing, casting all around.
Per'fume, sweet scent.
Glee, mirth, gaiety.
War'bles, sings.
Mel'ody, sweet sound.
Fra'grance, pleasant perfume.

1 The bleak winds of winter
are past,
The frost and the snow are
both gone,
And the trees are beginning
at last
To put their green liveries
on.

2. And now if you look in the
lane,
And along the warm bank,
may be found
The violet in blossom again,
And shedding her perfume
around.

3. The primrose and cowslip
are out,



And the fields are with daisies all gay;
While butterflies, flitting about,
Are glad in the sunshine to play.

4. The goldfinch and blackbird and thrush
Are brimful of music and glee;
They have each got a nest in some bush,
And the rook has built his on a tree.

5. The lark's home is hid in the corn;
But he springs from it often on high,
And warbles his welcome to morn,
Till he looks like a speck in the sky.

6. Oh, who would be sleeping in bed
When the skies with such melody ring,
And the bright earth beneath him is spread
With the beauty and fragrance of spring?

QUESTIONS.—1. What sort of winds are the winter winds? 2. What happens to the trees when the frost and snow are gone? 3. What is a good place to look for violets? 4. Has the violet any perfume? 5. What is its colour? 6. Name three other spring flowers. 7. What bright insect comes out when the sun shines warm? 8. Name three singing-birds. 9. Where do they build their nests? 10. Where does the rook build his nest? 11. What is his colour? 12. Where does the lark build? 13. Does he fly high or low? 14. Is he an early riser? 15. What lines rhyme with: *Oh, who would be sleeping in bed when the skies with such melody ring?* (Other lines may be given.)

DICTATION.—Learn to spell and write out:

The primrose and cowslip are out,
And the fields are with daisies all gay.

EXERCISES.—1. Learn to spell the following words:

Bleak	Liveries	Butterflies	Melody
Beginning	Violet	Warbles	Beauty

2. Point out all the nouns in verses 1 and 2.

3. Write down the names of the four seasons in the year, and name one of the things which each of them brings.

4. Make nouns out of the following words, either by adding something to them or by taking something away from them: *Past; warm; gay; glad; brimful; built; sleeping; high.*

5. Explain the following phrases: (1) To put their green liveries on. (2) Shedding her perfume around. (3) They are brimful of music and glee. (4) He warbles his welcome to morn. (5) When the skies with such melody ring.

6. Make sentences about: *Winter winds; frost and snow; budding trees; a violet; a bank covered with primroses; a field full of cowslips; the first butterfly; singing-birds; a rook; a lark's nest; a bright morning.*

7. Tell the difference between: *Their* and *there; lane* and *lain; daisies* and *dazes; some* and *sum; morn* and *mourn; ring* and *wring; him* and *hymn; sky* and *Skye.*

8. Some of the following words have several meanings; give two of them: *Bank; corn; high; till; ring; spring.*

THE SPARROWS AND THE CUCKOO.

PART I.

1. They were only two little Hedge-sparrows, but they loved each other dearly. Mr Sparrow's name was Twitter, and Mrs Sparrow's name was Chirrup. It was the beginning of April, and there had been several showers that morning; but the sun came out warm and bright between them, while the earth sucked in the sweet drops as fast as it could.

2. Everything seemed merry and happy. Even the

stately sun began to play at bo-peep with the fleecy clouds, and said: 'I am not too fine a gentleman for a game.' The flowers were growing as fast as they could, and each root was trying to throw up more gaily-coloured heads than his neighbour; while the insects were running about as fast as possible, all hard at work making their homes before the hot summer came. 3. Ah! you little know how hard Mr and Mrs Ant have to work to keep all their little Ants tidy and well fed. Mr and Mrs Snail were climbing up the kitchen-garden wall by the side of a cherry-tree, in search of their baby Snail who had disappeared. A big Blackbird came flying along, so they bolted under a cherry leaf, and hid until he had passed, for you know Blackbirds are rather fond of nice snails for their dinner. 4. Twitter and Chirrup were sitting side by side on the bough of an oak-tree. The twig they sat on was a very comfortable nice twig, and the wind just rocked it up and down like a see-saw; but Twitter said: 'I tell you what, Chirrup, we must not be lazy, or all the other birds will have built their nests, and we shall find no nice bits of stuff left to build ours with; so let us go and choose a place at once.'

5. 'I am quite ready, dear Twitter,' said Chirrup, giving her brown wings a shake; so off the little sparrows flew. First of all they looked into a May-tree, but they did not like the thorns; so they went on to a young nut-tree, which they both thought was very nice. 6. But a Linnet had taken a bough for his nest, so Twitter said that would not

do, as they wanted a bush all to themselves. The next was an elder-tree: a big Blackbird lived there, so that did not do; and at the bottom of the next likely tree was a snake's hole; so Chirrup said: 'Oh! come away, Twitter. I couldn't live there. I should be frightened to death.'

7. 'Come and look at this bush,' said Twitter, hopping into a blackberry bush.

'This seems cool and airy,' said Chirrup.

But a Thrush pushed past them with a piece of hay and mud in her beak, and said: 'You can't come here, Sparrows; my husband and I have taken this bush. There's our nest,' pointing to the beginning of one over her head.

'O dear!' said Twitter. 'We beg your pardon. Come along, Chirrup.'

8. They next looked at some osiers; but they grew in the water, so they were afraid it would be damp there. A little farther on, there was a dear little bush which Chirrup liked, and she said: 'It will be quiet and cosy here.'

But Twitter answered: 'It will never do, my dear. It's so near the ground, we shall be eaten by stoats or weasels.'

9. 'I don't know where we are to go and live, then,' said poor Chirrup, 'and I am so tired.'

'You stop here and rest while I have a look,' said good little Twitter, and away he flew. Presently he came back and said: 'I am sure we shall find no better place than that nice thick hedge close to the kitchen-garden, where the ground is always soft, and there are plenty of fat worms. Come and see.'

10. It certainly was a very nice hedge, so in a snug corner the two little Sparrows determined to build their nest.

Twitter at once began to collect small pieces of hay, and delicate pieces of wool which the sheep leave on the hedges, when they scratch their backs against the thorns. So on one of the hedges Twitter found a lot of wool, and brought home such a big piece he could hardly hold it. 11. Chirrup built the nest, while Twitter got the things to do it with. It took them nearly a week to do, and they were glad when they had tucked in the last piece of dry grass and moss. It was such a pretty nest, and they were very proud of it.

12. 'It is very comfortable,' said Chirrup, getting into it.

'Let me try,' said Twitter. 'How warm and nice it feels, and what a nice shape you have made it, Chirrup.'

'Yes,' she answered, 'considering it's the first I ever made, I do think it's very nice.'

'That it is,' said Twitter. 'But now we must go to sleep; the sun is setting, and I am so tired; aren't you?'

13. Then they cuddled up close to each other, put their little heads under their wings, and went fast asleep. The next morning they made their breakfast off some nice fat flies, finishing up with a gray slug each.

'What shall we have for dinner?' said Chirrup.

'Never mind about that,' answered Twitter. 'I'll see to that.'

14. 'How happy we are!' said Chirrup as she hopped into the nest to rest after her breakfast, while Twitter flew away to talk to his friends. He was away nearly the whole morning, and when he came back, he saw Chirrup on the kitchen-garden walk waiting to meet him. Her eyes were sparkling with delight as she said: 'What do you think I've done, Twitter? I've laid an egg; such a pretty blue egg. Do come and see.'

15. Twitter was quite as much excited as she was, when he peeped into the nest and saw the dear little egg. 'You must not go far from home now, Chirrup,' said he, 'or some one will run away with it. I am sure it's much prettier than any other bird's egg, and you were very clever to lay it.'

16. 'I feel very crampy after sitting still so long,' said she; so Twitter flew away and returned with a nice worm which he popped into her mouth. Then he strutted up and down the kitchen-garden; and told all the birds he met his great piece of news. But they had most of them got eggs in their nests too; and an old Blackbird had five little Blackbirds to feed, so he was so busy, he quite turned his back on Twitter, and told him not to bother him.

17. The next day Chirrup laid another egg, and the day after, one more. Then she said to Twitter: 'Do take me for a fly; I am sure the eggs will be quite safe until we return.'

'Come along then, my dear,' said Twitter, and off they flew together.

The wind brushed their feathers for them as they went along, while the sun warmed them through

and through. 18. They caught the gnats, ate some flies, and chased the swallows, who were skimming along so fast, they could hardly keep up with them. They all stopped at a pond, where they fluffed their feathers with the nice cool water, and drank some too.

19. Presently Twitter said: 'Don't you think, Chirrup, we ought to be going back to our nest?'

'Yes, perhaps, we had better,' said she.

So away they flew in the direction of their home, where they found a great commotion going on amongst their friends. A large gray bird had been in the garden, and none of them knew its name, but as it flew away it gave a loud 'Cuckoo! cuckoo! cuckoo!'

20. 'I have heard that bird before,' said Twitter.

'Oh!' cried Chirrup, 'I hope it has not touched my eggs. What shall we do if it has?' and she flew away as fast as she could to her nest, followed by Twitter. Their joy was great when they found their eggs quite safe, but in the middle of the nest was a fourth egg, much bigger than the little blue ones.

21. Chirrup was too much surprised to speak; but Twitter said: 'Hollo, Chirrup! that last egg you laid was a big one.'

'That's not mine,' said she, nearly crying. 'I am sure it isn't.'

'But it must be,' replied Twitter. 'Don't be silly, Chirrup.'

'You are very unkind, Twitter, to call me silly,' said she, 'and I don't think that can be mine.'

22. But Twitter assured her it must be, for none of their friends' eggs was at all like it. Then he dried her eyes with the tip of his wing, and told her not to be a goose.

How can a Sparrow be a Goose?' she answered. 'I do wish you would talk sense.'

You see she was very much put out, and that made her rather cross.

23. 'There certainly is no room,' she continued, 'for any more eggs in the nest; it 's quite full.'

'And a good thing too, my dear,' said her little husband; 'as it will save you all the trouble of laying more.'

So they determined to make the best of this queer egg; and the next day Chirrup had a talk with her friend Mrs Linnet, who told her, if she sat on the eggs for a long time and kept them very warm, they would change into little birds.

24. 'That would be fun, wouldn't it, Twitter?' said Chirrup. 'At all events I 'll try.'

So after she had eaten her breakfast, she hopped very gently into the nest, spread her wings out a little bit, and then settled down quietly. Soon her little feet began to feel quite hot, and so did the eggs.

25. Twitter came hopping up, and asked her how she liked sitting there.

'Pretty well,' she answered. 'I would much rather be flying about with you, but I suppose it 's my duty to sit here, so I 'll do it.'

'I 'll come and take your place when you get

very tired,' said Twitter. 'I am going now to see if I can collect any news to tell you,' and off he bustled. 26. He saw another Sparrow trying to take a fat little worm from a young Robin, which so enraged Twitter that he drove him away, saying: 'Don't you be such a greedy coward.—How is it you are by yourself?' he added, to the Robin, who was very young and scarcely able to fly at all.

'Alas!' answered the poor little thing, with a deep sigh, 'we have lost our father; he has been gone two whole days, and mother is quite ill from fretting; so I've come out to get something to eat for myself and the others too.'

27. 'Poor little fellow,' said Twitter, 'I'll help you.' So he scratched and picked away at the ground until he had collected quite a nice heap of Robin-food; and the little Robin carried it off bit by bit to his nest, which was in the bank at the corner of the same hedge where Chirrup and Twitter lived. And Twitter did not forget to make the little Robin eat, and it was very pretty to see him feeding him, just as if he had been his own little bird.

DICTATION.—Learn to spell and write out:

Twitter and Chirrup were sitting side by side on the bough of an oak-tree.

EXERCISES.—1. Learn to spell :

Sparrow	Weasels	Breakfast	Commotion
Fleecy	Beginning	Returned	Answered
Gaily-coloured	Determined	Strutted	Scarcely
Disappeared	Collect	Swallow	Scratched

2. Point out all the nouns in section 27.

3. Write down the names of six song-birds.

4. Turn the following words into nouns, either by adding something to them or by taking something away from them : *Showery ; warm ; homely ; gamesome ; lazy ; build ; frighten ; quiet ; dine ; weekly ; asleep ; excite ; safe ; brushed ; good ; friendly ; roomy ; see ; greedy.*

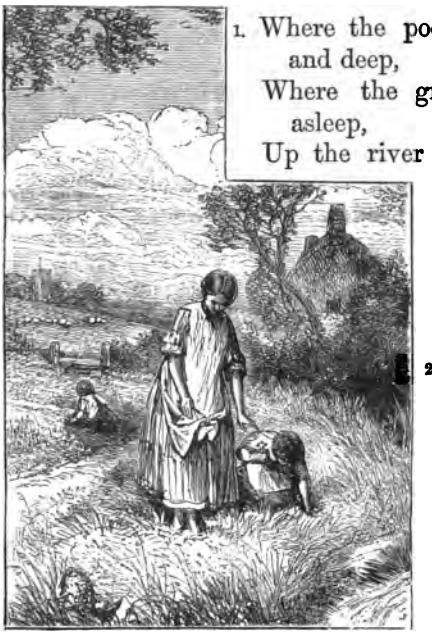
5. Make sentences about : *Twitter ; Chirrup ; Mr and Mrs Ant ; Mr and Mrs Snail ; a Blackbird ; a place for a nest ; a blackberry bush ; the osiers ; a hedge ; wool ; grass and moss ; breakfast ; a blue egg ; the Swallows ; a Cuckoo ; the big egg ; Mrs Linnet ; a young Robin.*

6. Tell the difference between : *A Blackbird* and *a black bird ; bough* and *bow ; place* and *plaice ; seem* and *seam ; piece* and *peace ; dear* and *deer ; weak* and *week ; sea* and *sea ; great* and *grate ; way* and *weigh ; feet* and *feat.*

7. Some of the following words have several meanings ; give two of them : *Fast ; bow ; rest ; head ; dear ; cry ; saw.*

WHERE TO WALK.

Home'ward, going home.
Ha'zel bank, bank where the hazel-trees grow.
Fall free, fall easily—without hard picking off.
Lea, meadow.



1. Where the pools are bright and deep,
Where the gray trout lies asleep,
Up the river and over the lea—
That's the way for Billy * and me.

2. Where the blackbird sings the latest,
Where the hawthorn blooms the sweetest,
Where the nestlings chirp and flee—
That's the way for Billy and me.

3. Where the mowers mow the cleanest,
Where the hay lies thickest and greenest,
There to trace the homeward bee—
That's the way for Billy and me.

* The name of a friend or companion might be substituted here.

4. Where the hazel bank is steepest,
Where the shadow falls the deepest,
Where the clustering nuts fall free—
That 's the way for Billy and me.

5. There let us walk, there let us play
Through the meadow among the hay,
Up the water and over the lea—
That 's the way for Billy and me.

Hogg.

QUESTIONS.—1. What is the best road up the river? 2. What is the best way among the trees? 3. By what road may we trace the bee? 4. What way shall we take for the hazel-nuts? 5. Where shall we walk and play? 6. What line rhymes with: *Where the pools are bright and deep?* (Other lines may be given.)

DICTATION.—Learn to spell and write out:

Where the clustering nuts fall free—
That 's the way for Johnnie and me.

EXERCISES.—1. Learn to spell the following words:

Trout	Nestlings	Clustering	Meadows
Hawthorn	Shadow	Mowers	Homeward

2. Point out all the nouns in verses 1 and 2.

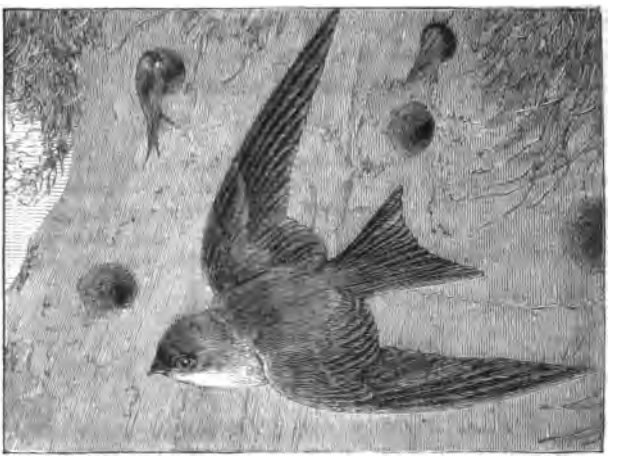
3. Write down the names of six singing-birds and six river-fish.

4. Make nouns out of the following words, either by adding something to them or by taking something away from them: *Bright; deep; sing; mow; shady; nutty; watery.*

5. Explain the following phrases: (1) Where the blackbird sings the latest. (2) Let us trace the homeward bee. (3) Where the clustering nuts fall free.

6. Make sentences about: *Trout; blackbirds; hawthorns; mowers; hay; hazel-trees; nutting.*

7. Tell the difference between: *Pool* and *pull; lea* and *lee; flee* and *flea; way* and *weigh.*



THE MARTIN.

Frag'ments, broken pieces.
Abode', the place where it lives.
Tunn'el, a passage hollowed out in the ground.
Eaves, the edge of the roof of a house.
Prey, the insects the martins chase for food.
Porch, covered entrance to a door.
Fledged, covered with feathers.
Ac'cident, something happening unexpectedly.
Attempt'ed, tried.
Provoked', made angry.

1. The Sand-martin is a first cousin to the Swallow. It comes to us about the beginning of April, and leaves for its warmer quarters in Africa

about the beginning of September. 2. It is very fond of hard work, and enjoys it above everything. It works tunnels through soft sandstone with its beak; and it is as good a tunnel-driver as the mole or the rat. 3. Clinging to the face of the sandy surface, it strikes blow after blow with its closed beak, and then scrapes away the loosened fragments. Then it marks a circle with its beak, works from the centre outward, and has soon made a hole in the face of the cliff in which it is working. 4. These tunnels are from two to five feet long. So fond is it of this kind of quarrying, that it will often make three or four tunnels before it fixes on any one for its abode. 5. At the end of the tunnel it cuts out a hollow chamber, and in that its nest is made. A handful of moss, hay, and feathers serves to make it. The eggs are white and very small. 6. It feeds on all kinds of insects —especially gnats; and it will sometimes attack and eat wasps and dragon-flies.

7. The House-martin is very like the common Swallow, except that it has a large white patch on the upper part of the tail. Both the House-martin and the common Swallow build their nests of clay on houses, and generally close to a window or under the eaves. The common Swallow may be best known from the Martin by the former having a long forked tail.

8. 'Look up, my boy,' said a father one day to his son, 'at those birds'-nests above the windows, beneath the eaves of the house. Some, you see,

are just begun—nothing but a little clay stuck against the wall. Others are half finished; and others are quite built—close and tight—leaving nothing but a small hole for the birds to come in and go out at.'

9. 'What nests are they?' said William.

'They are martins' nests,' replied his father, 'and there you see the owners. How busily they fly backwards and forwards, bringing clay and dirt in their bills, and laying it upon their work, forming it into a shape with their bills and feet. 10. The nests are built very strong and thick, like a mud wall, and are lined with feathers to make a soft bed for the young. Martins feed on flies, gnats, and other insects; and always build in towns and villages, about the houses. People do not hurt them, for they do good rather than harm, and it is very amusing to watch their habits. 11. See how swiftly they skim through the air after their prey! In the morning they are up by daybreak, and twitter about your window while you are asleep in bed; and all day long they are upon the wing, getting food for themselves and their young. As soon as they have caught a few flies, they hasten to their nests, pop into the hole, and feed their little ones. 12. I'll tell you a story about the great care they take of their young. A pair of martins once built their nest in a porch; and when they had young ones, it happened that one of them climbing up to the hole before it was fledged, fell out, and falling upon the stones was killed. The old birds, seeing this accident, went

and got short bits of strong straw, and stuck them with mud, like palings, all round the hole of the nest, in order to keep the other little ones from tumbling after their poor brother.'

13. 'How clever that was!' said William.

'Yes,' said his father; 'and I can tell you another story of their sense, and also of their kindness to each other. A saucy cock-sparrow (you know what impudent rogues they are) had got into a newly finished martin's nest, whilst the owner was away; and when he returned, the sparrow put his head out of the hole, and pecked at the martin with open bill, as he attempted to get into his own house. 14. The poor martin was sadly provoked at this, but was unable, by his own strength, to right himself. So he flew away, and called together a number of his companions, who all came with a bit of clay in their bills, with which they plastered up the hole of the nest, and kept the sparrow in prison, till he died miserably, for want of food and air.'

'Served him right!' said William.

QUESTIONS.—1. When does the sand-martin come to England? 2. Where does it spend the winter? 3. When does it leave for Africa? 4. Where does it make its nest? 5. How does it hollow out the tunnel? 6. How long are such tunnels? 7. Of what is its nest made? 8. On what does it feed? 9. What is the difference between the house-martin and the swallow? 10. Of what is the house-martin's nest made? 11. Where does it build it? 12. What is the small hole at the top for? 13. What tools do the martins use? 14. What are the nests lined with? 15. What do martins feed on? 16. Where do they build their nests? 17. Are they destructive birds? 18. Are they slow or quick fliers? 19. Do they get up early? 20. Where had the

pair of martins built who had the misfortune to lose one of their young ones? 21. How did the old birds try to prevent another accident of the same kind? 22. What bird took possession of a martin's nest? 23. What sort of character has the sparrow? 24. How did the martins serve this cock-sparrow? 25. What was the cause of his death?

DICTATION.—Learn to spell and write out:

Martins feed on flies, gnats, and other insects; and always build about the houses.

EXERCISES.—1. Learn to spell the following words:

Eaves	Villages	Attempted	Companion
Busily	Swiftly	Provoked	Plastered
Feathers	Climbing	Strength	Miserably

2. Point out the nouns in sections 13 and 14.

3. Write down the names of six insects.

4. Make nouns out of the following words, either by adding something to them'or by taking something away from them: *See, begun; tight; replied; busily; forming; strong; lined; feed; amuse; caught; hasten; climbing; clever; impudent; plastered.*

5. Explain the following phrases: (1) They do good rather than harm. (2) It is very amusing to watch their habits. (3) They skim through the air. (4) They are upon the wing. (5) He was unable to right himself.

6. Make sentences about: *The eaves of a house; a nest built with clay; a martin; the swallow; birds twittering; a nestful of young birds; an unlucky accident; careful parents; a saucy cock-sparrow; punishment.*

7. Tell the difference between: *Hole* and *whole; prey* and *pray; pair* and *pear; right* and *wright; flew* and *flue; died* and *dyed.*

8. Some of the following words have several meanings; give two of them: *Fly; bill; kind; swallow; watch; story; bit.*

THE FOOLISH MOUSE.

Daint'ies, nice things.
Provid'ed, supplied.
Resid'ed, lived.
Secure'ly, safely.
En'vied, longed for.
Lot, fortune.
Roam, wander about.
Excur'sion, trip.
Sedate', grave.
Expressed', shewed.
Convinced', quite sure.
Construct', build.
Requires', needs.
Crann'ies, small cracks.
Ex'quisite, perfect.
Entreat', beg earnestly.
En'tered, went in.

1. In a crack near the cupboard, with dainties provided,
A certain young mouse with her mother resided;

So securely they lived, in that snug, quiet spot,
Any mouse in the land might have envied their lot.

2. But one day the young mouse, which was given to roam,
Having made an excursion some way from her home,
On a sudden returned, with such joy in her eyes,
That her gray sedate parent expressed some surprise.

3. 'O mother,' said she, 'the good folks of this house,
I'm convinced, have not any ill-will to a mouse;
And those tales can't be true you always are telling,
For they 've been at such pains to construct us a dwelling.

4. 'The floor is of wood, and the walls are of wires—
Exactly the size that one's comfort requires;
And I'm sure that we there shall have nothing to fear
If ten cats, with kittens, at once should appear.

5. 'And then they have made such nice holes in the wall,
One could slip in and out, with no trouble at all;
But forcing one through such rough crannies as these,
Always gives one's poor ribs a most terrible squeeze.

6. 'But the best of all is, they've provided, as well,
A large piece of cheese, of most exquisite smell;
'Twas so nice, I had put in my head to go through,
When I thought it my duty to come and fetch you.'

7. 'Ah, child,' said the mother, 'believe, I entreat,
Both the cage and the cheese are a terrible cheat;
Do not think all that trouble they took for our good—
They would catch us, and kill us all there, if they could.

8. 'Thus they've caught and killed scores, and I never could learn
That a mouse who once entered did ever return.'
Let young people mind what the old people say;
And when danger is near them, keep out of the way.

QUESTIONS.—1. Where did the young mouse and her mother live? 2. What was kept in the cupboard? 3. Was it a home that a mouse would like? 4. What was the young mouse in the habit of doing? 5. On this particular day did she go far? 6. What sort of mouse was the mother? 7. Who did the young mouse say had built them a house? 8. Describe it. 9. What tempting morsel had the good folks put in the house? 10. Why did not Mousie eat it up at once? 11. Was the mother as much pleased as her young one? 12. What did she say the splendid new house was? 13. What would happen to any silly young mouse who went into it? 14. How many had been caught and killed already? 15. What line rhymes with: *Let young people mind what the old people say?* 16. What rhymes with: *I'm sure that we there shall have nothing to fear.* (Other lines may be given.)

1. Learn to spell and write out:

So securely they lived, in that snug, quiet spot,
Any mouse in the land might have envied their lot.

EXERCISES.—1. Learn to spell the following words:

Cupboard	Expressed	Requires	Exquisite
Dainties	Convinced	Trouble	Believe
Excursion	Construct	Crannies	Cheat
Sedate	Exactly	Squeeze	Caught

2. Point out the nouns in verse 3.

3. Write down the names of any places to which you have been taken for a day's excursion, and say how you went.

4. Make nouns out of the following words, either by adding something to them or by taking something away from them: *Provided; resided; securely; lived; quiet; given; expressed; good; true; exactly; forcing; think; say.*

5. Explain the following phrases: (1) With dainties provided. (2) Any mouse in the land might have envied their lot. (3) The young mouse was given to roam. (4) Her gray sedate parent expressed some surprise. (5) Exactly the size that one's comfort requires.

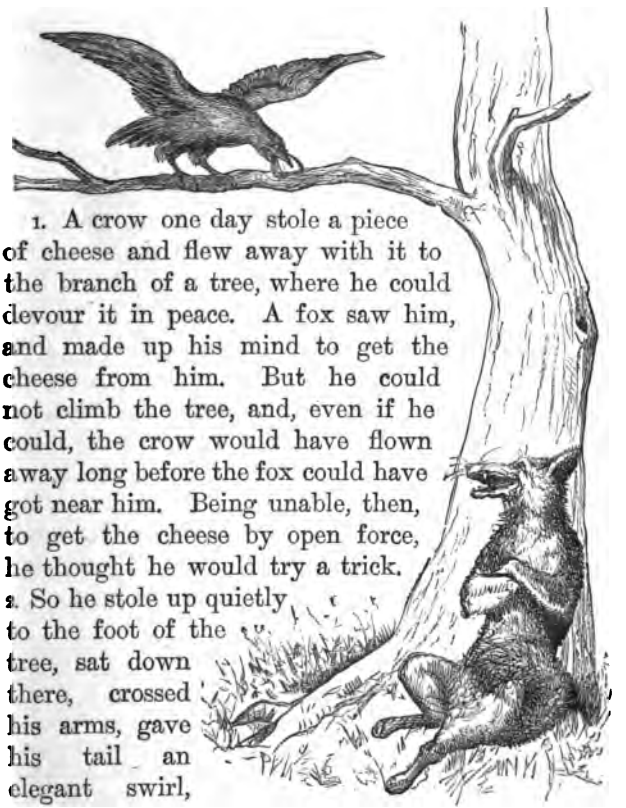
6. Make sentences about: *A cupboard; a young mouse; a quiet spot; an excursion to the country; home; a true tale; a wooden floor; a cat and her kittens; a lump of cheese; a dangerous temptation.*

7. Tell the difference between: *Might* and *mite; roam* and *Rome; way* and *weigh; pains* and *panes; wood* and *would; size* and *sighs; hole* and *whole; way* and *whey.*

8. Some of the following words have several meanings; give two of them: *Spot; might; lot; wood; size; slip; well.*

THE CROW AND THE FOX.

Devour', eat greedily.
Par'agon, the most excellent example.
Sid'led, moved side foremost.
Match'less, without any equal.
Ut'tered, sent out.
Disappeared', went out of sight.



1. A crow one day stole a piece of cheese and flew away with it to the branch of a tree, where he could devour it in peace. A fox saw him, and made up his mind to get the cheese from him. But he could not climb the tree, and, even if he could, the crow would have flown away long before the fox could have got near him. Being unable, then, to get the cheese by open force, he thought he would try a trick.

2. So he stole up quietly to the foot of the tree, sat down there, crossed his arms, gave his tail an elegant swirl,

opened his deceitful mouth, and began to talk with the crow. 'What a lovely bird you are!' he said. 'I never saw such a glossy jet black; and then your back and neck have such bright blue tints. Your wings are beautifully shaped, and your whole figure is grace itself. No bird in the sky, no bird on tree or rock or bush can be compared with you—you are the paragon of birds.' 3. The crow was delighted with these flatteries, sidled about with pleasure, and thought what a nice good clever gentleman the fox was. The fox went on: 'You are all I have said and more; but, do you know, I never heard you sing? If your voice is equal to your lovely colour and elegant shape, you are matchless—you are the wonder of the world. Will you not favour me with a little song?' 4. The crow at once opened his bill and uttered a loud caw. Down fell the cheese to the ground; up jumped the fox, sprang upon it, and ate it up. And, as he disappeared into the wood, the stupid crow heard the echoes of a chuckling laugh that told him what a goose he had been.

5. MORAL.—Do not flatter yourself, but be thankful for what you have and for what you have not; and never permit other people to flatter you.

QUESTIONS.—1. Where did the crow take his piece of cheese to? 2. What came into the fox's head when he saw the crow with it? 3. What was the only way for the fox to get the cheese? 4. What did the fox say to the crow? 5. What did he call the crow? 6. What did he ask the crow to do? 7. What happened when the crow tried to sing? 8. What can we learn from this fable?

DICTATION.—Learn to spell and write out:

The fox cried: 'You are the paragon of birds.'

EXERCISES.—1. Learn to spell the following words:

Devour	Flatteries	Elegant	Echoes
Beautifully	Gentleman	Disappeared	Chuckling

2. Point out all the nouns in paragraph 1.

3. Write down the names of six birds that live in the woods.

4. Make nouns out of the following words, either by adding something to them or by taking away something from them: *Forcible; tricky; lovely; flattering; sidle; clever; sing; open; sprang.*

5. Explain the following phrases: (1) He was unable to get the cheese by open force. (2) Your whole figure is grace itself. (3) The crow sidled about with pleasure.

6. Make sentences about: *A crow; a fox; a tree; a piece of cheese; a song; flattery.*

7. Tell the difference between: *Piece* and *peace; tail* and *tale; blew* and *blue; hole* and *whole; ate* and *eight; wood* and *would.*

8. The following words have several meanings; give two of them: *Goose; crow; bill; wood.*

THE VILLAGE GREEN.

Cheer'ful, gay and pleasant.
Ech'oing, sending back again the voices of the children.
Care, trouble.
Wear'y, tired out.
Descend', go down.
Dark'ening, growing dark.

1. The sun doth arise
And make happy the skies;
The merry bells ring
To welcome the spring;

2. The skylark and thrush,
The birds of the bush,

Sing louder around
To the bells' cheerful sound;
Whilst our sports shall be seen
On the echoing green.

2. Old John, with white hair,
Doth laugh away care,
Sitting under the oak
Among the old folk.

4. They laugh at our play,
And soon they all say:
'Such, such were the joys
When we all—girls and boys—
In our youth-time were seen
On the echoing green.'

5. Till the little ones weary,
No more can be merry;
The sun doth descend,
And our sports have an end.

6. Round the laps of their mothers,
Many sisters and brothers,
Like birds on the nest,
Are ready for rest—
And sport no more seen,
On the darkening green.

William Blake.

QUESTIONS.—1. What does the sun do to the skies? 2. What do the merry bells ring for? 3. What birds are singing? 4. What is going on, on the green? 5. Why is the green called *echoing?* 6. Who is sitting under the oak? 7. What are the old folk saying? 8. How do the little ones feel when they are tired?

9. What brings the sports to an end? 10. What line rhymes to: *The merry bells ring?* 11. What to: *Our sports shall be seen?* 12. What to: *Sitting under the oak?* 13. What to: *The sun doth descend?* 14. What to: *Like birds on the nest?* 15. What to: *And sport no more seen?*

DICTATION.—Learn to spell and write out:

The sun doth arise
And make happy the skies.

EXERCISES.—1. Learn to spell the following words:

Welcome	Echoing	Descend
Cheerful	Weary	Darkening

2. Point out the nouns in the 1st and 2d verses.

3. Write the names of six things that can be seen on a village green.

4. Make nouns out of the following words, either by adding to them or by taking something away from them: *Echoing; happy; cheerful; white; sit; weary.*

5. Explain the following phrases: (1) Old John doth laugh away care. (2) The sun doth descend. (3) They sport no more on the darkening green.

6. Make sentences about: *The sun; the bells; the skylark; boys and girls; the green.*

7. Tell the difference between: *Sun* and *son; load* and *lowed; seen* and *scene; more* and *mower.*

8. The following words have several meanings; give two of them: *Bell; round; green.*

9. Write the names of eight vegetables.

THE LION, THE FOX, AND THE ASS.

Horr'ible, dreadful.
Pow'erful, very strong.
Just, fair.
Delight'ed, very much pleased.
In approv'al, to shew he was pleased.

1. One fine summer morning, a lion, a fox, and a donkey set out to hunt together in the forest. The donkey ran about in the brushwood, making a horrible noise with his loud bray, and frightening the deer, the hares, and the rabbits. The fox flew at their hind-legs, bit at them, and drove them to where the lion was standing. 2. The lion stood at a gap in the hedge; and, as each deer or hare rushed through, he laid him dead with a single stroke of his powerful paw. At last the ground was covered thick with game of all kinds; and the

lion ordered his two companions to stop. So they stopped the chase and came up to the lion. 3. 'Now,' said the lion, turning to the donkey, 'divide the game.' The donkey was quite simple and just; he divided the game into three equal parts, and begged the king of beasts to choose for himself. 4. The lion, with a deep roar of rage, lifted his mighty paw and laid the donkey dead at his feet. 'Now, you divide,' he said, turning to the fox. The cunning Reynard, making a low bow, at once set to work, made a heap of all the game, placed the body of the donkey on the top, and pointing to the heap, said to the lion: 'O mighty king, your share now lies before you.'

The lion was delighted, and wagged his royal tail in approval.

5. 'Where did you learn your good sense, and where did you get your knowledge how to make a just division?' he asked the fox.

Bowing three times and whisking his tail respectfully, the fox replied: 'I learned it, O great king, from the poor gentleman on the top of the heap.'

MORAL.—Never keep company with the unjust or the cruel.

QUESTIONS.—1. What three animals set out to hunt together? 2. What was the part of the donkey? 3. What did the fox do? 4. What share of the work had the lion? 5. Whom did the lion order to divide the game? 6. How did the donkey divide it? 7. How did the fox 'divide' it? 8. What did the lion say? 9. What answer did the fox make? 10. What lesson do we learn from this fable?

DICTATION.—Learn to spell and write out:

The lion laid him dead with a stroke of his powerful paw.

EXERCISES.—1. Learn to spell the following words:

Donkey	Frightening	Reynard	Knowledge
Together	Companions	Approval	Respectfully

2. Point out all the nouns in paragraph 1.

3. Write out the names of ten animals that live in the woods.

4. Turn the following words into nouns, either by adding something to them or by taking something away from them: *Hunting; noisy; powerful; kingly; dead; topmost.*

5. Explain the following phrases: (1) A lion, a fox, and a donkey set out to hunt. (2) He laid the donkey dead at his feet. (3) The lion wagged his tail in approval. (4) Where did you get your knowledge how to make a just division?

6. Make sentences about: *A lion; a fox; a donkey; the woods; the deer; the hares; the rabbits.*

7. Tell the difference between: *Dear* and *deer; hair* and *hare; roe* and *row; made* and *maid; tale* and *tail; great* and *grate.*

8. The following words have several meanings; give two of them: *Fine; drove; row; game.*

9. Write the names of ten things we wear.

THE MILL.

Grist, corn to grind. **Rejoice'**, are glad.

1. 'Any grist for the mill?'
   How merrily it goes!
   Flap, flap, flap, flap,
   While the water flows.
   Round-about and round-about
   The heavy mill-stones grind,
   And the dust flies all about the mill,
   And makes the miller blind.

2. 'Any grist for the mill?'
   The jolly farmer packs
   His waggon with a heavy load
   Of very heavy sacks.
   Noisily, oh noisily,
   The mill-stones turn about;

You cannot make the miller hear,
Unless you scream and shout.

3. 'Any grist for the mill?'
The bakers come and go;
They bring their empty sacks to fill,
And leave them down below.
The dusty miller and his men
Fill all the sacks they bring,
And, while they go about their work,
Right merrily they sing.

4. 'Any grist for the mill?'
How quickly it goes round!
Splash, splash, splash, splash,
With a whirring sound.
Farmers, bring your corn to-day,
And bakers, buy your flour;
Dusty millers, work away
While it's in your power.

5. 'Any grist for the mill?'
Alas! it will not go;
The river, too, is standing still,
The ground is white with snow.
And when the frosty weather comes,
And freezes up the streams,
The miller only hears the mill
And grinds the corn in dreams.

6. Living close beside the mill,
The miller's girls and boys
Always play at make-believe,
Because they have no toys.

'Any grist for our mill?'
The elder brothers shout;
While all the little petticoats
Go whirling round about.

7. The miller's little boys and girls
Rejoice to see the snow,
'Good father, play with us to-day;
You cannot work, you know.
We will be the mill-stones,
And you shall be the wheel;
We'll pelt each other with the snow,
And it shall be the meal.'

8. Oh, heartily the miller's wife
Is laughing at the door;
She never saw the mill worked
So merrily before,
'Bravely done, my little lads;
Rouse up the lazy wheel,
For money comes but slowly in
When snow-flakes are the meal.'

DICTATION.—Learn to write out the last four lines of verse 8.

EXERCISES.—1. Learn to spell the following words:

Merrily	Heavy	Empty	Make-believe
Waggon	Noisily	Power	Heartily

2. Point out all the nouns in verses 1 and 2.

3. Write down the names of six things you see inside a mill.

4. Make nouns out of the following words, either by adding something to them or by taking something away from them: *Stony; dusty; bake; sing; snowy; frosty; playful; joyful; laugh; brave; mealy.*

5. Make sentences about: *The mill; the mill-wheel; the mill-stones; the waggon; the bakers; frost; snow; snow-balls; the miller's wife.*

THE MILL-WHEEL.

1. Round and round it goes!
As fast the water flows;
The dripping, dropping, rolling wheel,
That turns the noisy, dusty mill;
Round and round it goes.

2. Turning all the day,
It never stops to play,
The dripping, dropping, rolling wheel,
But keeps on grinding golden meal,
Turning all the day.

3. Sparkling in the sun,
The merry waters run,
Upon the foaming, flashing wheel,
That laughs aloud, but worketh still,
Sparkling in the sun.

THE SPARROWS AND THE CUCKOO.

PART II.

1. Twitter, on his way back to Chirrup, met a Thrush and his wife, who had a nest in an apple-tree in the garden. She was crying bitterly, while Mr Thrush was sticking out his feathers with rage.

'What is the matter?' said Twitter.

'Oh,' sobbed Mrs Thrush, 'I was just going to get into my nest, when—when something red and fat, with five things on it like small carrots, came pushing through the branches, seized hold of our dear nest, and took it, eggs and all. I saw, too, two eyes much much bigger than ours, and oh! such a beak!'

2. 'It was a horrid boy,' said her husband.

'Dear! dear!' said Twitter, 'how shocking; I am *so* sorry.'

'We will go away, my dear, to the nice quiet woods at once,' said Mr Thrush, as he hopped on with his weeping wife.

Twitter hurried on to see that Chirrup was safe.

3. Yes; there she sat, but she had a startled look in her pretty eyes, for she also had seen something with a round face like a turnip, two great eyes like lamps, with a big beak, and under it a large red slit, with white things between. There was also, she said, a lot of yellow woolly stuff sticking out from something round like a big bird's nest.

4. 'That was the horrid boy,' said Twitter. 'I am *so* glad he did not see you.'

'Ah,' replied she, 'I trembled lest he should. I even closed my eyes for fear he should see them, and I did feel so glad I am the colour of the twigs, and such a little thing too, for he looked right past me, and then he went on. I heard the gravel go grate, grate, grate, as he walked.'

5. She seemed quite faint from fright; so Twitter flew off for some water, which he gave her. Twitter then sent Chirrup off for some exercise, while he took her place. But she was dreadfully afraid he would break the eggs, and said: 'I implore you to be careful, and don't attempt to move until I come back.'

'Don't be tiresome, Chirrup,' said he; 'as if I don't know how to sit just as well as you do.'

6. They went on changing places like this from day to day, until Chirrup began to despair, and said: 'I don't believe these eggs ever mean to turn into little birds. I think Mrs Linnet was only joking with me after all.'

'Nonsense, my dear,' replied Twitter. 'Patience is a virtue, and I feel sure the eggs will break and become little birds one day.'

'That 's all very fine,' answered she; 'but I wish they would be quick about it then.'

7. The next morning Twitter was giving Chirrup her breakfast; and as she raised herself for a tit-bit, he said: 'I say, Chirrup, don't you hear something going cheep, cheep under your wings?' She lifted up one wing, and what do you think she saw? Three of the eggs were breaking away bit by bit, and three little heads were beginning to

poke out of the shells. 8. She was so delighted, she could hardly sit still; but Twitter told her to keep the little birds quite warm, as then he thought they would come out of their shells altogether; and so presently they did, when Chirrup fluttered off the nest to have a good look at them.

'Aren't they lovely, Twitter?' she said; though really they were rather ugly little things, with big heads, long skinny necks, and no feathers at all.

9. 'They are beautiful,' said Twitter; 'but I'm afraid they will catch cold unless you cover them up, and the big egg is only just beginning to crack.' So, like a good little bird, she hopped into the nest again.

Before very long the big egg broke to pieces too, and out came a bigger little bird with such a great head and beak. He opened the latter directly, as much as to say, 'I want a worm.' 10. Twitter flew away in search of one, and gave each of the little birds a bit.

'I don't think that big fellow is as pretty as the others,' said Chirrup, 'and it was greedy of him to ask for a worm directly.'

'Never mind,' said Twitter. 'He is a fine little fellow, and will soon grow up if he has a good appetite.' 11. Chirrup now told them all to go to sleep, which they did, while Twitter and she put their heads under their wings and went to sleep too; but Chirrup awoke very early, long before the sun rose, she was so anxious to see her birdies again. They were all asleep, and so was Twitter; but she fixed her eyes on the sky in the east, for

she knew the sun always comes up from there.

12. Presently she saw a soft bright light stealing over the sky, which grew brighter and brighter, until the sun shewed his hot bright face, when all the birds began to sing: 'Good-morrow, dear sun;' and Twitter and the birdies awoke too. So now she looked at them, but was rather disappointed to find they had grown no feathers in the night.

13. However, she still thought them lovely, and was quite contented when Twitter said his mother told him that he had no feathers when he came out of his shell; but that they soon grew. The four little birds shivered very much for several days whenever Twitter or Chirrup left the nest; but they were all so well fed and taken such care of, that their little feathers soon began to grow, and then they began to look about them and ask questions.

14. 'Is this a nice world?' asked one.

'There doesn't seem to be much room in it,' said the big brother in the middle.

'How you do push, to be sure!' said the others. 'It's not fair.'

'Hush, hush! children,' said Chirrup; 'you must not fight. It's a very nice world, and the first thing you must learn in it is to love one another.'

15. 'Do *you* love everybody?' they asked.

'Well,' said their little mother, 'I try.'

'But can you remember when your big brother took up so much room he squeezed you?'

'Not exactly,' said she. 'In fact, I never had such a big brother;' and she sighed while she

wished this child had been the same size as the others.

16. Up came Twitter with their dinner. All the little beaks opened at once for the delicate bit; but he fed them all round quite fairly, though the one in the middle said: 'Give me most.'

'No, no,' said Twitter; 'that wouldn't be fair.'

When they were all fed they asked him: 'Mother says this is a nice world. Do you think it is? and shall we like it?'

'Your mother always says what is right, children,' he answered; 'and if you all do your duty like good little birds you will be happy; but every one must have troubles sometimes, though *we* have been very fortunate;' and he thought of poor Mr and Mrs Thrush.

17. 'What are troubles?' they asked.

Twitter said: 'You must not ask too many questions, children. But I call it a trouble when the ground is so hard we can't get any food, when the cold snow comes on, when it rains and rains until we are wet through and through. Then sometimes little birds are stolen or shot by cruel men.' But when the little birdies heard that, they hid frightened under their mother's wings. 18. They would have been a very happy family if it had not been for their big brother, whom they called Clumsy. I do not think he meant to be rough, but he certainly did want a deal of room, and was always so dreadfully hungry. 19. One day, in his struggles to get more than the others, he nearly knocked one of his little brothers out of the nest.

His mother put him back in his own place again; but she found it very difficult to pack him in properly.

20. And he said: 'As soon as I am big enough, I 'll roost like father, for Clumsy is such a bother.'

The others said the same: 'For,' they added, 'if we go on being squeezed up tight like this, we shall grow crooked, instead of nice and straight like father and mother.'

21. One bright day the three little sparrows said to each other: 'It is so hot in the nest, and Clumsy is taking up more room than ever; I do wish we might get out.'

While Clumsy said he was very comfortable, and only wanted something to eat.

22. 'It's all very well for you,' answered the others; 'but we are not comfortable, though you are; and you never even try to make yourself smaller.'

'How can I?' replied Clumsy, with an angry look. 'I cannot help being big, though I should not like to be small like you, all the same.' And he gave a push which this time sent a little brother quite out of the nest to the ground.

23. 'O father and mother,' they cried, 'do come, or we shall all be tumbled out by Clumsy.'

Twitter and Chirrup were taking a little hop together as they used to do before they had all these little birds to feed; but they came flying back, and said: 'You will never get on in the world, children, if you are so ready to quarrel. What has become of Tiny?'

'That dreadful Clumsy has pushed our poor

brother over the nest,' exclaimed the two little sparrows in a flutter.

24. Twitter and Chirrup on hearing this looked down and saw their pet sparrow lying gasping on the ground.

This so enraged the parent sparrows that they resolved to try and get rid of Clumsy before he did further mischief. So off they flew till they met the great gray bird who had taken the liberty of laying her egg in their nest. 'Come,' said they, 'and see what your clumsy big young one has done to one of ours.'

25. 'What has he done?' asked the great gray bird, which was no other than Cuckoo herself.

'Your bird has driven our poor Tiny over the nest and killed him.'

'Take care,' replied the Cuckoo, 'that Clumsy does not knock the other little sparrows over too, for I remember doing the same myself when I was his size.'

'Wretch!' exclaimed poor Twitter and Chirrup, 'is this all the gratitude we may expect for rearing your ugly offspring?'

26. With this, they hastened back to their nest, and nearly broke their hearts when they found that Clumsy had turned out the two remaining little ones, and was gaping for food.

Grief for the loss of Tiny and his brothers nearly drove the parents crazy. What was to be done?

There lay the three little sparrows dead; and here, snug in the nest and all by himself, sat

Clumsy, chuckling over the cruel mischief he had done.

27. 'Shall we revenge the loss of our three darlings by leaving this horrid bird to die of starvation?' said Chirrup to Twitter.

'It would serve him right,' replied Twitter, 'and I have a good mind to leave Clumsy to his fate.'

'Do not leave me; pray take pity on me!' croaked the savage Clumsy; 'for I was only acting by instinct when I knocked your three little ones over.'

'Instinct!' exclaimed Twitter and Chirrup; 'what instinct could prompt you to kill your fellow-nestlings?'

28. 'Ah!' replied Clumsy, 'I felt that if your little birds lived I must die of starvation. My cruel mother left me to be brought up by foster-parents, whose constant care it should be to feed and rear me alone. With an appetite like mine, your three little sparrows would have fared sadly; and so I felt that I must be selfish and have the nest all to myself.'

29. This was a long speech for Clumsy to make, and it helped to reconcile Twitter and Chirrup to the loss of their little pets.

'If nature really taught the young Cuckoo to kill its nest-fellows,' said Twitter, 'Clumsy was only obeying nature in depriving us of our little ones; let us therefore be generous, and do good for evil by bringing up a young Cuckoo!'

30. 'Agreed!' said Chirrup; 'we will shew Clumsy's mother that *we* can act the part of kind parents.'

From that day Chirrup and Twitter attended to the wants of their hungry charge. When summer was far advanced, they were left alone. And though Clumsy had flown not only from the nest, but away to a foreign country, without even saying good-bye, the two good sparrows had the satisfaction of knowing that they had returned good for evil by rearing a Cuckoo.

DICTATION.—Learn to spell and write out:

Mr Thrush was sticking out his feathers with rage.

EXERCISES.—1. Learn to spell the following words:

Crying	Replied	Remember	Starvation
Feathers	Exercise	Gratitude	Appetite
Hurried	Dreadfully	Offspring	Reconcile
Woolly	Mischief	Revenge	Generous

2. Point out all the nouns in sections 29 and 30.

3. Write down the names of the six smallest birds you know.

4. Turn the following words into nouns, either by adding something to them or by taking something away from them: *Crying; sobbed; carroty; boyish; woolly; frightened; break; believe; nonsensical; ugly; big; greedy; open; grow; lovely; soft; happy; hungry; comfortable; dead; starve; speak.*

5. Make sentences about: *Mr and Mrs Thrush; a cruel boy; the eggs; Mrs Linnet; three little heads; the big bird; no feathers; a nice world; the little birds' dinner; Clumsy; the young sparrows; the parents; instinct; the Cuckoo.*

6. Tell the difference between: *Red* and *read; great* and *grate; sent* and *scent; steal* and *steel; grown* and *groan; fair* and *fare; rain* and *reign; straight* and *strait; you* and *yew; size* and *sighs.*

7. Some of the following words have several meanings; give two of them: *Stick; fit; rose; steal; left; fair; watch.*

THE MONTHS.

Glow, to become warm.
Chill, very cold.
Fleec'y, covered with wool.
Borne, carried.

1. January brings the snow,
   Makes our feet and fingers glow.

2. February brings the rain,
   Thaws the frozen lake again.

3. March brings breezes sharp and chill,
   Shakes the dancing daffodil.

4. April brings the primrose sweet,
   Scatters daisies at our feet.

5. May brings flocks of pretty lambs,
   Sporting round their fleecy dams.

6. June brings tulips, lilies, roses,
   Fills the children's hands with posies.

7. Hot July brings thunder-showers,
Apricots, and gilly-flowers.

8. August brings the sheaves of corn;
Then the harvest home is borne.

9. Warm September brings the fruit;
Sportsmen then begin to shoot.

10. Brown October brings the pheasant;
Then to gather nuts is pleasant.

11. Dull November brings the blast—
Hark! the leaves are whirling fast.

12. Cold December brings the sleet,
Blazing fire, and Christmas treat.

Sara Coleridge.

QUESTIONS.—1. What does January bring? 2. And February? 3. What does March bring? 4. What flowers come in March? 5. What flowers does April give us? 6. What present does May make? 7. What gifts does June bring? 8. What fruits and flowers come to us in July? 9. What are to be seen in the fields in August? 10. What do we owe to September? 11. In what month do sportsmen begin to shoot? 12. What bird appears in October? 13. What nice excursion can we make in October? 14. What does November bring with him? 15. And December? 16. Which is the best month of all? 17. What line rhymes with: *February brings the rain?* (Other lines may be given.)

DICTATION.—Learn to spell and write out:

Cold December brings the sleet,
Blazing fire, and Christmas treat.

EXERCISES.—1. Learn to spell the names of all the months.

2. Point out all the nouns in verses 1, 2, and 3.

3. Write down the names of six things we can see in June.

4. Make nouns out of the following words, either by adding something to them or by taking something from them: *Rainy; freeze; dancing; fleecy; fruity; nutting; fiery.*

5. Explain the following phrases: (1) March shakes the dancing daffodil. (2) The lambs sport round their dams. (3) The harvest is borne home. (4) The leaves are whirling fast.

6. Make sentences about: *Snow; a thaw; cold winds; primroses; lambs; lilies and roses; thunder-showers; corn; fruit; pheasants; a blast; a blazing fire.*

7. Tell the difference between: *Born* and *borne; rain* and *reign; pheasant* and *peasant.*

8. The following words have several meanings; give two of them: *Sharp; flock; shoot; treat.*

THE WINDS.

Scamp'er, run as hard as they can. **Redd'en, grow red.**

1. Which is the wind that brings the cold?
The north wind, Freddy; and all the snow;
And the sheep will scamper into the fold,
When the North begins to blow.

2. Which is the wind that brings the heat?
The south wind, Katy; and corn will grow,
And cherries redden for you to eat,
When the South begins to blow.

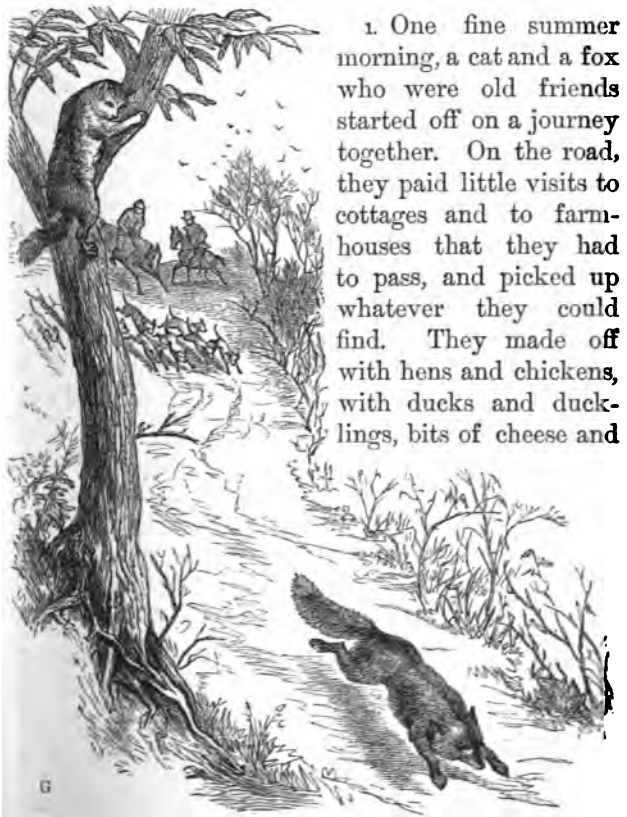
3. Which is the wind that brings the rain?
The east wind, Tommy; and farmers know
That cows come shivering up the lane,
When the East begins to blow.

4. Which is the wind that brings the flowers?
The west wind, Bessy; and soft and low
The birdies sing in the summer hours,
When the West begins to blow.

E. C. Stedman.

THE CAT AND THE FOX.

Vis'its, calls at a place.
Made off, ran away.
Beguiled', made shorter and more pleasant.
Advent'ures, things that had happened to them.
Ar'guing, quarrelling with words.
Snarl'ing, shewing their teeth.
Bay'ing, deep barking.
Copp'ice, a little wood of shrubs and underwood.
In vain, of no use.



1. One fine summer morning, a cat and a fox who were old friends started off on a journey together. On the road, they paid little visits to cottages and to farm-houses that they had to pass, and picked up whatever they could find. They made off with hens and chickens, with ducks and ducklings, bits of cheese and

scraps of bacon—and, indeed, everything they could lay their paws on. 2. They beguiled the journey with stories of their adventures; and each told the other of the funny tricks they had played. At last they began to quarrel. 'You think yourself very sharp,' said the fox; 'but I am a great deal more cunning than you—I know more than a hundred tricks.'

3. 'Well, that is a great many,' replied the cat; 'I for my part know only one; but I would rather have that one trick than a thousand.' The fox was angry, and could not agree with his companion. They kept on arguing and snarling, until they had almost got to fighting. 4. Suddenly an odd noise broke upon their ears. 'What is it?' 'The barking and baying of fox-hounds.' 'Surely not.' 'Let us listen.' 'It is, it is! let us be off.' 'Where are your hundred tricks now?' said the cat; 'as for me, this is mine;' and he climbed into a tree in a moment. 5. There he was safe; and he could see his friend the fox galloping along the road as fast as his legs could carry him. Away, over field and ditch, through hedge and coppice, turning here, twisting there; but it was all in vain, the hounds were always after him. At last they were upon him, and he was caught and worried to death.

J. C. Carlisle.

QUESTIONS.—1. Who started off together on a journey? 2. What did they do on the road? 3. What did they talk about? 4. How many tricks did the fox say he had? 5. How many the cat? 6. What did they hear while they were quarrelling? 7. What did the cat do? 8. What did he see from his tree? 9. What became of the fox?

DICTATION.—Learn to spell and write out:

Two old friends started off on a journey together.

EXERCISES.—1. Learn to spell the following words:

Visits	Stories	Quarrel	Field
Cottages	Adventures	Companion	Coppice
Beguiled	Played	Galloping	Worried

2. Point out the nouns in the first paragraph.

3. Write down the names of six more beasts of prey.

4. Make nouns out of the following words, either by adding something to them or by taking something away from them: *Funny; great; galloping; turning; fishing; hunting.*

5. Explain the following phrases: (1) They paid little visits to cottages and farms. (2) They beguiled the journey with stories. (3) They kept on arguing and snarling. (4) At last the hounds were upon him.

6. Make sentences about: *A fox; a cat; the hounds; the hunters; a farm-house.*

7. Tell the difference between: *Paws* and *pause; told* and *tolled; their* and *there.*

8. Write the names of six fruits that are eaten.

INVITATION TO A BIRD.

Quilts, coverings. Deck, adorn. Fret, open-work in silver.

1. A little child is eager to have a bird for a pet. She sees a pretty little bird in the fields, hopping gaily from branch to branch, and from tree to

tree; and she asks it to come and live with her. And this is what the child says, and what the bird says in answer:

2. 'Birdie, birdie! will you pet?
Summer is long a-coming yet;
You 'll have silken quilts and a violet bed,
And a pillow of satin for your head.'

3. 'There 's a prettier bed in the ivy wall,
Where I live with my brothers and sisters and all,
And every day some garden tree
Brings a message from summer to me.'

4. 'O birdie, birdie! will you pet?
Diamond stones and amber and jet,
We 'll string in a necklace fair and fine,
To deck this pretty bird of mine.'

5. 'Thanks for your diamonds and amber and jet,
But there 's a necklace far better yet;
A ring of feathers of changing hue,
Lighter, and smoother, and warmer too.'

6. 'O birdie, birdie! won't you pet?
We 'll bring you a dish of silver fret,
A golden cup and an ivory seat
And carpets soft beneath your feet.'

7. 'There 's no running water in cups of gold,
Free food a silver dish can't hold;

A rocking twig beats an ivory chair,
And the softest paths lie through the air.
So adieu, fair lady, adieu!'

William Allingham.

DICTATION.—Learn to write out verse 4.

EXERCISES.—1. Learn to spell the following words:

Quilts	Pillow	Diamond	Ivory
Violet	Message	Feathers	Adieu

2. Point out all the nouns in verses 6 and 7.

3. Write down the names of six small birds that fly about in the fields.

4. Make nouns out of the following words, either by adding something to them or by taking something away from them: *Silken; ivied; daily; stony; golden; soft; running; airy.*

5. Make sentences about: *Summer; the ivy wall; a garden tree; a diamond necklace; a ring of feathers; a silver dish; soft carpets; an ivory chair; running water; a rocking twig.*

LOUISA MANNERS, OR THE FARM-HOUSE.

PART I.

Recollect', to bring back to the mind.
Rejoic'ing, being full of gladness.
Swift'ly, very quickly.
Mem'ory, power to remember.
Thrash'ing, beating out the ears of corn from the husks.
Flail, two long sticks with a loose joint in the middle.
Persuad'ed, advised, coaxed.

1. My name is Louisa Manners; I was seven years of age last birthday, which was on the first of May. I remember only four birthdays. The day I was four years old was the first that I recollect. On the morning of that day, as soon as I awoke, I crept into mamma's bed, and said: 'Open your eyes, mamma, for it is my birthday. Open your eyes, and look at me!' 2. Then mamma told me I should drive in a carriage, and see my grandmamma and my sister Sarah. Grandmamma lived at a farm-house in the country, and I had never in all my life been out of London; no, nor had I ever seen a bit of green grass, except in the Drapers' Garden, which is near my papa's house in Broad Street;* nor had I ever driven in a carriage before that happy birthday.

3. I ran about the house talking of where I was going, and rejoicing so that it was my birthday, that when I got into the carriage I was very tired, and fell asleep.

* One of the streets in the City of London, where at one time rich merchants used to live.

When I awoke, I saw the green fields on both sides of the carriage, and the fields were full, quite full, of bright shining yellow flowers, and sheep and young lambs were feeding in them. I jumped, and clapped my hands together for joy, and I cried out: 'This is

Abroad in the meadows to see the young lambs,'

for I knew many little poems by heart.

4. The trees and hedges seemed to fly swiftly by us; and one field, and the sheep, and the young lambs, passed away; and then another field came, and that was full of cows; and then another field, and all the pretty sheep returned; and there was no end of these charming sights till we came quite to grandmamma's house, which stood all alone by itself, no house to be seen at all near it.

5. Grandmamma was very glad to see me, and she was very sorry that I did not remember her, though I had been so fond of her when she was in town but a few months before. I was quite ashamed of my bad memory. My sister Sarah shewed me all the beautiful places about grandmamma's house.

6. She first took me into the farm-yard, and I peeped into the barn; there I saw a man thrashing, and as he beat the corn with his flail, he made such a dreadful noise that I was frightened, and ran away. My sister persuaded me to return; she said Will Tasker was very good-natured; then I went back and peeped at him again; but, as I could not bear the sound of his flail, or the sight of his black beard, we went to see the rest of the farm-yard.

QUESTIONS.—1. How old was Louisa before she began to remember anything? 2. Where was she born? 3. Where did her papa live? 4. What was the name of the garden near his house? 5. What was the first thing she did when she got into the carriage? 6. Why? 7. What was the colour of the flowers she saw in the fields when she awoke? 8. What was most likely the name of them? 9. What time of the year was it? 10. What made Louisa cry out: 'Abroad in the meadows to see the young lambs?' 11. How was it the trees and hedges seemed to fly so swiftly by? 12. Had the grandmamma any near neighbours? 13. Why was Louisa ashamed of her bad memory? 14. What was her sister's name? 15. Where did Sarah take her? 16. What was the man beating the corn with? 17. What was the man's name?

DICTATION.—Learn to spell and write out:

Grandmamma lives at a farm-house.

EXERCISES.—1. Learn to spell the following words:

Recollect	Rejoicing	Remember	Beautiful
Carriage	Fields	Ashamed	Frightened
Country	Hedges	Memory	Persuaded

2. Point out the nouns in sections 1 and 2.

3. Write out the names of six common field-flowers.

4. Make nouns out of the following words, either by adding something to them or by taking something away from them: *Lived; happy; asleep; bright; feeding; jumped; cried; knew; swiftly; returned; charming; stood; seen; sorry; shewed.*

5. Make sentences about: *The first of May; a sunny morning; a drive in a carriage; a pretty farm-house; green grass; bright flowers; young lambs; a bad memory; grandmamma's house; a good-natured man.*

6. Tell the difference between: *Which* and *witch; your* and *ewer; seen* and *scene; flower* and *flour; knew* and *new; heart* and *hart; made* and *maid.*

7. Some of the following words have several meanings; give two of them: *Last; bed; bit; fell; beat; will; bear; rest.*

A HEDGE FEAST.

Down, hill.
All'eys, narrow lanes.
Tombs, graves.

Ti'ny, very small.
Scoured, ran through.
Spray, slender branch.

1. Where the bees and butterflies
Skim the grassy down,
Four merry little children
Gathered from the town;
From dark and gloomy alleys,
From sickly lanes and rooms,
Some as sad and dreary
As a place of tombs.

2. Ragged little Johnnie,
And his brother Ben,
With wild-flowers are laden,
These merry little men.

Kate and Mat have posies
Of primroses so gay,
For Tim, their tiny brother,
At home obliged to stay.

3. They have roamed the meadow,
They have scoured the wood,
Seeking nuts and blackberries,
For their pleasant food.
With their nuts and blackberries,
And bits of bread and cheese,
On a mossy hedge-bank,
Now they take their ease.

4. Drinking from the brooklet
'Neath the hawthorn-tree,
Clear it runs as crystal,
Fresh and bright and free.
And the thrush sings loudly
On the hawthorn spray,
And the brooklet ever
Makes music on its way.

DICTATION.—Learn to write out the first four lines of the first verse.

EXERCISES.—1. Learn to spell the following words:

Butterflies	Alleys	Scoured	Blackberries
Gathered	Posies	Pleasant	Hawthorn

2. Point out all the nouns in verse 3.

3. Write down the names of six insects found in the fields.

4. Make nouns out of the following words, either by adding something to them or by taking something away from them:

Grassy; merry; gloomy; roomy; ragged; crooked; nutty; mossy; musical.

5. Make sentences about: *Bees and butterflies; five little children; the meadow; the wood; nuts and blackberries; bread and cheese; a clear brook; a thrush; a hawthorn.*

LOUISA MANNERS, OR THE FARM-HOUSE.

PART II.

Or'chard, a large fruit-garden.
Stum'bled, tripped.
Thresh'old, the step under a gate or door.
Grav'el, small stones and sand.
Ar'bour, a garden-house (originally made of trees).
Improve', make the best of.
Gath'er, to get together.
Ope'ning, full-blown.
Pied, of different colours.
Fagg'ots, bundles of wood.
Speck'led, spotted.

1. We went into the orchard. Oh, what a sweet place grandmamma's orchard is! There were pear-trees, and apple-trees, and cherry-trees, all in blossom. These blossoms were the prettiest flowers that ever were seen; and among the grass under the trees there grew buttercups, and cowslips, and daffodils, and blue-bells. Sarah told me all their names, and she said I might pick as many of them as ever I pleased.

2. I filled my lap with flowers, and I carried as many flowers as I could in my hand; but, as I was going into the parlour to shew them to my mamma, I stumbled over a threshold which was placed across the parlour door, and down I fell with all my treasure. But I was soon comforted.

3. Then there was the garden to see, and a most

beautiful garden it was; long and narrow, a straight gravel-walk down the middle of it; at the end of the gravel-walk there was a green arbour with a bench in it.

There were rows of cabbages and radishes, and peas and beans. I was delighted to see them, for I never saw so much as a cabbage growing out of the ground before.

4. On one side of this charming garden there were a great many bee-hives, and the bees sang so prettily.

Mamma said: 'Have you nothing to say to these pretty bees, Louisa?' Then I said to them:

'How doth the little busy bee improve each shining hour,
And gather honey all the day from every opening flower.'

They had a most beautiful flower-bed to gather it from, quite close under the hives.

5. I was going to catch one bee, till Sarah told me about their stings, which made me afraid for a long time to go too near their hives; but I went a little nearer and a little nearer every day, and before I came away from grandmamma's, I grew so bold I let Will Tasker hold me over the glass windows at the top of the hives, to see them make honey in their own home.

6. After seeing the garden, I saw the cows milked, and that was the last sight I saw that day; for while I was telling mamma about the cows, I fell fast asleep, and I suppose I was then put to bed.

The next morning my papa and mamma were gone. I cried sadly, but was a little comforted at hearing they would return in a month or two, and

fetch me home. 7. I was a foolish little thing then, and did not know how long a month was. Grandmamma gave me a little basket to gather my flowers in. I went into the orchard, and before I had half filled my basket, I forgot all my troubles.

8. The time I passed at my grandmamma's is always in my mind. Sometimes I think of the good-natured pied cow, that would let me stroke her while the dairy-maid was milking her. Then I fancy myself running after the dairy-maid into the nice clean dairy, and see the pans full of milk and cream. 9. Then I remember the woodhouse; it had once been a large barn, but, being grown old, the wood was kept there. My sister and I used to peep about among the faggots, to find the eggs the hens sometimes left there. Birds' nests we might not look for. 10. Grandmamma was very angry once, when Will Tasker brought home a bird's nest, full of pretty speckled eggs, for me. She sent him back to the hedge with it again. She said the little birds would not sing any more, if their eggs were taken away from them.

Mary Lamb.

QUESTIONS.—1. What sort of fruit-trees had the grandmamma in her orchard? 2. What had they on them? 3. What time of the year was it? 4. What were growing under the trees among the grass?' 5. Name four colours that Louisa saw in the orchard. 6. Can you give me a reason why she stumbled when she went into the parlour? 7. Say what you would see at the other end of the long straight garden path. 8. What vegetables grew in the garden? 9. Name four others. 10. What were the lines Louisa

remembered about bees? 11. Where were the flowers planted that were specially intended for the bees? 12. What made Louisa afraid of the bees? 13. How was the top of the hives covered? 14. How long did Louisa stay with her grandmamma? 15. What sort of cow was it that the little girl stroked? 16. What is kept in a dairy? 17. Where did the hens sometimes lay their eggs? 18. Why would not grandmamma let Louisa keep the speckled eggs that Will brought her?

DICTATION.—Learn to spell and write out:

I stumbled over a threshold which was placed across the parlour, and down I fell with all my treasure.

EXERCISES.—1. Learn to spell the following words:

Daffodils	Arbour	Busy	Trouble
Pleased	Delighted	Honey	Dairy-maid
Straight	Radishes	Orchard	Speckled

2. Point out all the nouns in sections 7 and 8.

3. Write out the names of eight English fruits.

4. Make nouns out of the following words, either by adding something to them or by taking something from them: *Sweet; grow; say; carry; beautiful; long; straight; delighted; great; busy; improve; sad.*

5. Explain the following phrases: (1) I was comforted. (2) Improve each shining hour. (3) Every opening flower.

6. Make sentences about: *An orchard; spring-blossoms; a handful of blue-bells; a cosy parlour; a row of cabbages; a bee-hive; a herd of cows; a basket of flowers; a dairy-maid; a bundle of faggots.*

7. Tell the difference between: *Place* and *plaice; pear* and *pare; see* and *sea; rowe* and *rose; peas* and *peace; bean* and *been; be* and *bee; hour* and *our; time* and *thyme; know* and *no;*

grown and *groan*; *wood* and *would*; *mite* and *might*; *great* and *grate*.

8. Some of the following words have several meanings; give two of them: *Lap*; *rows*; *close*; *hold*; *left*.

THE ROUND OF THE YEAR.

Sere, withered. Gone, gone away.

1. Summer 's come, with skies of blue,
Bursts of leaves, and fields of flowers;
Bees and sunshine come with you,
Songs of birds and gentle showers.

2. Apples peep from out the leaves;
'Tis the fruit-time of the year;

Pluck the hops and bind the sheaves,
Blessing God, that Autumn 's here.

8. Winter 's here; the Autumn leaves
All have fallen red and sere;
Gone are flowers and gone are sheaves;
Welcome fires; cold Winter 's here.

QUESTIONS.—1. Tell me some of the things you see when summer comes? 2. What are *bursts of leaves?* 3. What animals shew themselves in summer? 4. When do apples peep out? 5. What other fruits do we have then? 6. What do people do with hops? 7. Why must the sheaves be bound? 8. Of what colour are the leaves in late autumn? 9. What do we miss in the fields? 10. What do we welcome at home? 11. What line rhymes with: *Bursts of leaves, and fields of flowers?* 12. What with: *Apples peep from out the leaves?* 13. What with: *All have fallen red and sere?*

DICTATION.—Learn to spell and write:

Welcome fires; cold Winter 's here.

EXERCISES.—1. Learn to spell the following words:

Skies	Fields	Fruit	Autumn
Leaves	Showers	Sheaves	Sere

2. Point out the nouns in the first two verses.

3. Write down the names of six different fruits.

4. Explain the following phrases: (1) Summer brings bursts of leaves. (2) The leaves have fallen red and sere.

5. Make sentences about: *An apple-tree; a bee; birds; hops; winter.*

6. Tell the difference in meaning between: *Blue* and *blew; flower* and *flour; hear* and *here; you* and *yew.*

7. The following words have several meanings; give two of them: *Hop; fall; fire.*

8. Write the names of six different flowers.

THE CHOICE OF TRADES.

Mow, a heap or mass of hay.

FIRST BOY.

1. When I'm a man—a man—
I'll be a farmer, if I can;
I'll plough the ground, and the seed I'll sow;
I'll reap the grain, and the grass I'll mow;
I'll bind the sheaves, and I'll rake the hay,
And pitch it up in the mow away,
When I'm a man.

SECOND BOY.

2. When I'm a man,
I'll be a carpenter, if I can;
I'll plane like *this*, and I'll hammer *so!*
And this is the way my saw shall go:
I'll make bird-houses and boxes and boats,
And a ship that shall race every vessel that floats,
When I'm a man.

THIRD BOY.

3. When I'm a man,
A blacksmith I'll be, if I can:
Clang, clang, clang, shall my anvil ring;
And this is the way the blows I'll swing:
I'll shoe your horse, sir, neat and tight;
Then I'll trot down the lane, to see if 'tis right,
When I'm a man.

FOURTH BOY.

4. When I'm a man,
A mason I'll be, if I can;

I'll lay a brick this way, and lay one that;
Then take my trowel and smooth them flat:
Great chimneys I'll make; I think I'll be able
To build one as high as the Tower of Babel,
When I'm a man.

FIFTH BOY.

5. When I'm a man,
I'll be a shoemaker, if I can;
I'll sit on a bench, with my last held *so*,
And in and out shall my needle go:
I'll sew so strong that my work shall wear,
Till nothing is left but my stitches there,
When I'm a man.

SIXTH BOY.

6. When I'm a man,
A printer I'll be, if I can;
I'll make pretty books, with pictures all through;
And papers I'll print, and send them to you:
I'll have the first reading—oh, won't it be fun
To read all the stories before they are done,
When I'm a man?

TOGETHER.

7. When we are men,
We hope we shall do great things; and then,
Whatever we do, this thing we'll say,
We'll do our work in the very best way:
And you shall see, if you know us then,
We'll be good and honest and useful men,
When we are men.

QUESTIONS.—1. What does the first boy say he will be? 2. What kind of work would he do? 3. What does the second boy mean to be? 4. What kind of things will he make? 5. What besides will he build? 6. What does the third boy wish to be? 7. What will his chief work be? 8. What trade does the fourth boy mean to follow? 9. What high buildings would he like to raise? 10. What work will the fifth boy do for a living? 11. How will he shew the strength and thoroughness of his work? 12. What does the sixth boy think he would like to be? 13. What kind of books will he make? 14. What will he like best in his work? 15. What kind of work do all the boys intend to do? 16. What line rhymes with: *I 'll plough the ground, and the seed I'll sow?* (Other lines may be given.)

DICTATION.—Learn to spell and write out:

Whatever we do, this thing we 'll say,
We 'll do our work in the very best way.

EXERCISES.—1. Learn to spell the following words:

Sheaves	Floats	Trowel	Shoemaker
Carpenter	Blacksmith	Chimneys	Stitches

2. Point out the nouns in the first two verses.

3. Write the names of three tools used by a carpenter, and three by a mason.

4. Make nouns out of the following words, either by adding something to them or by taking something from them: *Reap; race; neat; build; strong; honest.*

5. Explain the following phrases: (1) My ship shall race every vessel that floats. (2) I'll sew so strong that my work shall wear. (3) We hope we shall do great things.

6. Make sentences about: *A farmer; a carpenter; a blacksmith; a mason; a shoemaker; a printer.*

7. Tell the difference between: *Plain* and *plane; way* and *weigh; sow* and *sew.*

8. The following words have several meanings; give two of them: *Saw; blow; can.*

9. Write out the names of six additional trades that people would like to be.

THE PET BIRD.

I had a dove, and the sweet dove died;
And I have thought it died of grieving.
Oh! what could it grieve for? Its feet were tied
With a silken thread of my own hand's weaving!
Sweet little red-feet, why should you die?
Why would you leave me, sweet bird, why?
You lived alone in the forest-tree;
Why, pretty thing, would you not live with me?
I kissed you oft, and gave you white peas;
Why not live sweetly as in the green trees?

Keats.

THE HUSBAND WHO WAS TO MIND THE HOUSE.

Scold'ing, blaming angrily. **Up'roar**, great noise.
Cap'ital, very good.

1. There was once a man who was so cross and surly that he thought his wife never did anything right in the house. So one evening—it was at haymaking time—he came home scolding, and grumbling, and making a great uproar.

2. 'Dear husband, don't be so angry,' said his wife. 'I have been thinking, and I have thought of a capital plan. To-morrow let us change

work. I'll go out with the mowers and mow, and you shall stay at home and mind the house.'

The husband thought that would do very well. He was quite willing, he said.

3. So, early next morning, the wife took a scythe and went out into the hay-field with the mowers, and began to mow; but the man was to mind the house, and to do the work at home.

4. First of all, he wanted to churn the butter; but, when he had churned a while he found it very dry work, and he got thirsty, and went down to the cellar to tap a barrel of ale. When he had just knocked in the bung, and was putting the tap into the cask, he heard overhead the pig come trotting into the kitchen. 5. Then off he ran up the cellar steps, with the tap in his hand, as fast as he could, to look after the pig, lest it should upset the churn; but, when he got up, and saw the pig had already knocked the churn over, and stood there routing and grunting amongst the cream, which was running all over the floor, he got so wild with rage that he quite forgot the ale-barrel, and ran at the pig as hard as he could. 6 He caught it, too, just as it ran out of doors, and gave it such a kick, that it lay for dead on the spot. All at once he remembered he had the tap in his hand; but, when he got down to the cellar, every drop of ale had run out of the cask.

7. Then he went into the dairy, and found enough cream left to fill the churn again, and so he began to churn, for they must have butter. When he had churned for some time, he remembered that their

milking-cow was still shut up in the cow-house, and had not had anything to eat or a drop to drink all the morning, though the sun was high in the heavens. 8. Then all at once he thought it was too far to take her down to the meadow, so he would just get her up to feed on the house-top; for the house, you must know, was thatched with sods, and a fine crop of grass was growing there. Now their house lay close up against a steep down, and he thought if he laid a plank across to the thatch at the back, he 'd easily get the cow up.

9. Yet he could not leave the churn, for there was the little baby crawling on the floor; 'and if I leave,' he thought, 'the child is sure to upset the churn.' So he took the churn on his back, and went out with it; but then he thought he had better first water the cow before he turned her out on the thatch. So he took up a bucket to draw water out of the well; but as he stooped down at the well's brink, all the cream ran out of the churn over his shoulders, and so down into the well.

10. Now it was near dinner-time, and he had not yet got even the butter; so he thought he had best boil the porridge, and he filled the pot with water, and hung it by a chain over the fire. When he had done that, he thought the cow might perhaps fall off the thatch and break her legs or her neck. 11. So he got up on the house to tie her up. One end of the rope he made fast to the cow's neck, and the other he slipped down the wide chimney, and tied round his own thigh; and he had to make

haste, for the water now began to boil in the pot, and he had still to grind the oatmeal.

12. So he began to grind away; but while he was hard at it, down fell the cow off the house-top after all, and as she fell she dragged the man up the chimney by the rope. There he stuck fast; and as for the cow, she hung half-way down between the thatch and the ground—for she could get neither down nor up.

13. And now the wife had waited long for her husband to come and call them home to dinner. At last she thought she had waited long enough, and went home. But when she got there and saw the cow hanging in such an ugly place, she ran up and cut the rope in two with her scythe. 14. But, as she did this, down came her husband out of the chimney; and so, when his old dame came inside the kitchen, there she found him standing on his head in the porridge-pot.

G. W. Dasent.

QUESTIONS.—1. What did the cross and surly man think about his wife's doings in the house? 2. What plan did his wife think of? 3. What did the wife do next morning? 4. What had the husband to do first? 5. After he had churned a while, how did he feel? 6. Where did he go to get some ale? 7. What did he hear overhead just as he was going to put the tap into the cask? 8. What had the pig done to the churn? 9. What did he do to the pig? 10. What did he remember all at once after he had kicked out the pig? 11. What had happened to the ale? 12. When he began to churn again, what did he remember? 13. Why did he not take the cow down to the meadow? 14. Where did he make up his mind to take her to? 15. Why? 16. How was he to get the cow on to the house-top? 17. Why could he not leave the churn? 18. What did he do with the churn? 19. What did he do before taking the cow up on the

thatch? 20. What happened to the cream? 21. It was now time to make the porridge: what did he do? 22. When he had done that, what came into his head about the cow? 23. How did he tie up the cow, to keep her from falling off the roof? 24. What happened to the cow as he was grinding the oatmeal? 25. What did his wife see when she got home? 26. Where did she find her husband when she came into the kitchen?

EXERCISES.—1. Spell the following words:

Uproar	Dairy	Shoulders
Scythe	Thatched	Chimney

2. Point out the nouns in paragraph 12.

3. Write down the names of the young of six animals: as *calf; foal;* &c.

4. Make nouns out of the following words, either by adding something to them or by taking something away from them: *Cross; angry; churning; knocked; forget; high; grind; stuck; wait; standing.*

5. Make sentences about: *The husband; the wife; the churn; the pig; the ale; the baby; the cow; the porridge; the oatmeal; the chimney; the rope.*

EVERY ONE IN HIS OWN PLACE.

Spool of yarn, as much yarn as the spool or pirn can hold.
Winced, moved uneasily.
Flinched, moved back from her place.
Speck'led, spotted.

1. John Grumley vowed by the light of the moon,
And the green leaves on the tree,
That he could do more work in one day
Than his wife could do in three!

2. 'With all my heart,' the old dame said;
'And if you will allow,
You here shall stay at home to-day,
And I'll go mind the plough.

3. 'But you must milk the tiny cow,
Lest she should go quite dry;
And you must feed the little pigs
That are within the sty.

4. 'And you must watch the speckled hen,
Lest she should go astray;
And not forget the spool of yarn
That I spin every day.'

5. Then the old woman took the stick in her hand,
And went to follow the plough;
The old man put the pail on his head,
And went to milk the cow.

6. But Tiny she winced, and Tiny she flinched,
And Tiny she tossed her nose;
And Tiny gave him a kick on the shin
Till the blood ran down to his toes.

7. And a 'Ho, Tiny!' and a 'So, Tiny!
Pretty little cow, stand still!
And if ever I milk you again,' he said,
'It shall be against my will.'

8. And then he went to feed the pigs
That were within the sty;
He knocked his nose against the shed,
And caused the blood to fly.

9. And then he watched the speckled hen,
Lest she should go astray;
But he quite forgot the spool of yarn
That his wife span every day.

10. And when the old woman came home at night,
He said he could plainly see
That his wife could do more work in a day
Than he could do in three!

DICTATION.—Learn to write out the last verse.

EXERCISES.—1. Learn to spell the following words:

Vowed	Speckled	Winced	Tossed
Allow	Astray	Flinched	Knocked

2. Point out all the nouns in verses 8, 9, and 10.

3. Make nouns out of the following words, either by adding something to them or by taking something away from them: *Hearty; allow; follow; feed; watch; spin; tossed; do.*

4. Make sentences about: *The old man; the old dame; Tiny; the pigs; the hen; the spool of yarn.*

A SONG OF HEDGEHOGS, IN NURSERY DIALECT.*

I.

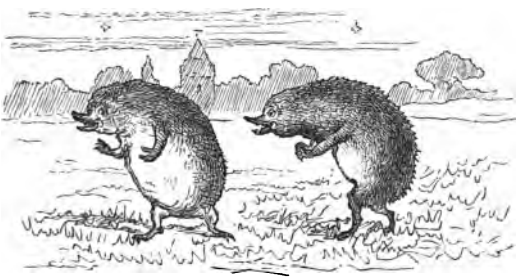
Once on a time two hedgehogs lived in a cosy-posy hole,
Pricksy-quicksy, pranksy-cranksy, all in the cosy hole;
They went to take a foragey-walk when the curfew bell did toll;
Creepsy-peepsy, trotsy-dotsy, scuttly-puttly-O!
For they creeped and peeped, and ended it up with a scampery-pampery-O.

II.

Now, they snoozened all the day, they did, till the dew began to rise,
Cosy-posy all the day, till the evening dew did rise;

* These verses will form an excellent exercise to test the pupil's grasp of the old, and his power over new-and previously unseen combinations of letters. The verses originally appeared in *Chambers's Journal*.

Then 'Pop,' said he, and 'Pip,' said she, ''tis time
to open our eyes;
Let 's go upon our foragey-walk with our trottery-
pottery-O.
Yes! let 's begin our peepsy-walk with our
scampery-pampery-O.'



III.

So out they went for a creepsy-walk upon the
village green,
Smoutsy-poutsy all the way upon the village green,
And found the largest mealsy-worm that ever had
been seen.
Grabbity-nabbity, gobbly-wobbly, gulpsy-pulpsy-O,
For they grabbed, and gobbled, and gulped it down,
with a sweet sort of relishy-O.

IV.

Next they came to a hawthorn-tree, where the
wasteful blackbirds go,
To eat their wholesome hipsy-food the thrushes
and blackbirds go;

They said they'd be bound there were lots on the ground, and it happened exactly so;
So they ate the best, and left the rest, of the hipsy-pipsy-O,
The hipsy-pipsy-gipsy-food with plenty of appetite-O.

V.

'Now *don't* ye suck the moosey-cow, now *don't* ye suck the cow;'
'O! don't be afraid,' they cried at once, 'we never go near the cow,
For well we're aware that old Farmer Blair would make a terrible row,
And set upon us the bouncing-dog with his bowsy-wowsy-O;
We can't abear the bouncing-dog, with his teeth and his bowsy-O.'

VI.

Now, it came to pass one evening as the nightcap bell did toll,
'Pop,' said he, and 'Pip,' said she, as before when the bell did toll,
But all in a weaksy-peaksy voice in the cosy-posy hole;
For she said: 'I feel such a skiverywee shooting into me, *just* so,
Such a rackety pain in my body and brain, quite a fit of allovery-O.'

VII.

'O! Snap,' said he, 'there's the pillsey-tree in the crusty old farmer's ground;
Titsicum-O! for the pillsey-tree at the top of the farmer's ground.'
And 'Snip,' said she, 'ah! the pillsey-tree will make me well, I'll be bound;
But *do* take heed of the bouncing-dog, with his bowsy-wowsy-O,
I *am* so afraid of the bouncing-dog, with his teeth and his bowsy-O.'

VIII.

He brought her a pod of the pillsey-tree, and the skiverywee did cease,
She said her relief was beyond belief when the rackety-O did cease,
And he made her a nest of the shamsypaff with cosety words of peace;
And soon there came baby hedgehogs three, with a pricksy-quicksy-O,
And the father smiled with a father's pride on his pigsy-wigsy-O.

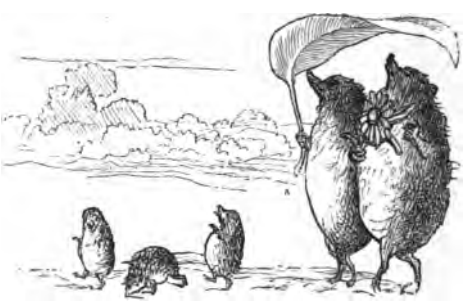
IX.

So now when the curfew bell did toll, he took his walks alone,
Foraging here, and rummaging there, on his scuttly-walks alone,
To carry back to his Petsicum-O the finest dainties known;

Eggs of the snails sticking on to their tails with a slippery-slimy-O,
And tenderest germs of the rarest worms with their slobbery-bobbery-O.

X.

The dear little pigsies grew apace, and began to waddle along;
'Snap,' said he, and 'Snip,' said she, '*that's* the way to scuttle along.'
It gladdened their hearts to notice the three growing up so frisky and strong;
And soon they took their creepsy-walks with their pigsy-wigsy-O,
When the bell did toll it looked so droll to see them all in a row.



Edinburgh:
Printed by W. and R. Chambers.